

Practice Makes Polished



MASTERBOOKS[®]
— CURRICULUM —

FUN
Focused Lessons in Spelling, Grammar, Reading, & Writing



Thank you to the curriculum development team at Master Books: Elizabeth Gilbert, Jennifer Bauer, Kristen Pratt, Laura Welch, Liz Donnell, Melanie Chandler, and Sony Elise.

This course was shaped through your careful work, thoughtful insight, and shared commitment to excellence. We are grateful for the time, skill, and care you invested, and we pray this work will serve families and students well.

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About the Author

Kristen Pratt is the Master Books VP of Education. Having a passion for faith-based education, she developed the Master Books Method and authored the award-winning *Language Lessons for a Living Education* series. Her most current project is the fun new series, *Practice Makes Polished*. She believes in tailoring an education plan to each student's unique, God-given strengths, interests, and learning style to equip them to accomplish God's purposes and plans.






Course Description

Practice Makes Polished Level 4 is a fun way to integrate spelling, grammar, reading, and writing practice into your Language Arts program! Whether your student needs some extra practice or can't get enough of the fun activities, this is a perfect Language Arts practice book for students in Grades 3–6.

Each of the key concept sections in this book corresponds with the lessons in *Language Lessons for a Living Education* Level 4 and is an ideal way to offer extension activities for this award-winning curriculum.

Practice Makes Polished Level 4 can be used with any Language Arts, Reading, Spelling, or Writing curriculum.

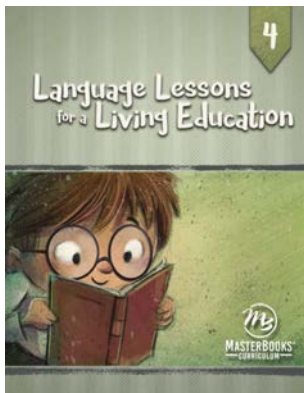
Features

	Target Level	Targets Grade 4, may be used for Grades 3–6
	Flexible 180-Day Schedule	Approximately 20 minutes per exercise, five days a week
	Open & Go	Convenient daily schedule, Well-designed lessons
	Engaging Application	Critical thinking, Faith tie-ins, Extension activities
	Assessments	Answer Keys

Objectives

- ▶ Fun and flexible student activity book designed to strengthen skills in grammar, spelling, reading, and writing.
- ▶ 36-week supplement practice covering spelling, grammar, reading, and writing. Multiple scheduling options are included.
- ▶ A helpful companion to any language arts course.
- ▶ Writing journal ties in Scripture and faith.
- ▶ Use alongside *Language Lessons for a Living Education* Level 4 or any other language arts program.

Optional Resource



Language Lessons for a Living Education Level 4

Available at www.MasterBooks.com

Placement

Completion of *Language Lessons for a Living Education* Level 3 or another Language Arts program. Use it solo as remediation, enrichment, or summer learning.

Supply List

- Color pencils, crayons, or highlighters
- Bible (your choice of translation)

Do I need *Practice Makes Polished* for Language Arts?

▶ *Practice Makes Polished* Level 4 is not required for *Language Lessons for a Living Education* Level 4, but it is highly recommended for students who need extra practice in key areas, or simply for fun. Some students may benefit from additional practice in the key areas of spelling, grammar, reading comprehension, and/or writing. This practice book is also ideal for students who love Language Arts and want additional activities.

What topics does this book cover?

▶ *Practice Makes Polished* Level 4 is a flexible practice book to solidify skills in spelling, grammar, reading, and writing.

How is *Practice Makes Polished* Level 4 divided up?

▶ If you are accustomed to using Master Books curriculum, note that the layout of this practice book differs slightly, as it is designed for extra practice. It is divided into three key concept sections, each covering Lessons 1–36, and can be used in conjunction with *Language Lessons for a Living Education* Level 4 or as a general skills practice workbook.

Key Concept Sections:

- Spelling
- Grammar & Reading
- Writing

Can I use *Practice Makes Polished* Level 4 as a stand-alone curriculum?

▶ No, this book is a practice book to sharpen skills in the areas of spelling, grammar, reading, and writing. It should be used in addition to a Language Arts, Reading, Spelling, or Writing curriculum, such as *Language Lessons for a Living Education* Level 4.

What curriculum can I use with *Practice Makes Polished* Level 4?

▶ This book practices concepts taught in *Language Lessons for a Living Education* Level 4 but can be used with any Language Arts, Spelling, Reading, or Writing curriculum.

How do I use *Practice Makes Polished* Level 4?

▶ *Practice Makes Polished* Level 4 is flexible. You may assign all the activities or only those that focus on the key concepts the student needs to practice or would like to do for fun. The key concept sections are Spelling, Grammar & Reading, and Writing.

- If you are using *Language Lessons for a Living Education* Level 4, as you work through the course you may choose the extra practice pages from the corresponding lesson in one or more of the key concept sections.
- If you are using another curriculum, you may pick and choose the topics that your student needs to practice or would simply enjoy from the three key concept sections.

Do I have to use every page of the book with my student?

▶ No. You may choose to assign them all or simply select activity pages tailored to your student's individual needs. If the student needs more practice or would like to complete additional activity sheets, simply provide the page that meets the student's needs.

Can *Practice Makes Polished* Level 4 be used for summer practice?

Absolutely! *Practice Makes Polished* Level 4 is a great practice book to keep skills sharp during the summer months. Not only will students retain what they have learned, but they will also have fun completing the activities.

If you are using *Language Lessons for a Living Education* Level 4, use *Practice Makes Polished* Level 4 during the summer break after you complete *Language Lessons for a Living Education* Level 4.

If the student completes both activities from 3 lessons a week in each of the three key concept sections, they will complete the book in 12 weeks.

If the student completes both activities from 4–5 lessons a week in each of the three key concept sections, they will complete the book within 8 weeks. (Complete 4 lessons for four weeks and 5 lessons for four weeks.)

Tips for Using the Key Concept Sections

Spelling

Spelling is the primary focus of the Spelling section and is also practiced in the Writing section. The word lists correspond with *Language Lessons for a Living Education* Level 4 but can be used with any student needing extra spelling practice.

For those using *Practice Makes Polished* Level 4 alongside *Language Lessons for a Living Education* Level 4, the following optional schedule can be used each week:

Day 1 — Introduce the spelling words with the first Spelling Practice page from *Practice Makes Polished* Level 4 (Spell with Color).

Day 3 — Practice the spelling words with the second Spelling Practice page from *Practice Makes Polished* Level 4 (Word Shape Spelling, etc.).

Alternatively, the spelling words may be introduced on Day 5 of *Language Lessons for a Living Education* Level 4, and the *Practice Makes Polished* Level 4 lessons assigned the following week, with a test administered on Day 4.

Grammar & Reading

For those using *Practice Makes Polished* Level 4 alongside *Language Lessons for a Living Education* Level 4, each Grammar & Reading lesson may be used on or after Day 2.

There are a variety of fun activities to sharpen grammar skills in *Practice Makes Polished* Level 4. **Please note** that students will need a partner for the **Word Play** activities. The partner will read the type of word needed for each blank in the story to the student, write the student's words on the lines, and then read the story to the student. For extra reading practice, the student may read the story aloud. Have fun laughing at the silly story created using the words provided by the student!

TIP: Reference sheets are located at the back of the book, covering grammar and writing concepts. They include examples, which can be helpful for quick review or to offer students ideas when completing grammar activities, such as **Word Play**.

Let's Read uses two types of activities to encourage reading comprehension. Students will read fictional stories and either check the correct boxes or write their answers. They will also read non-fiction passages about owls and answer questions. For both types of activities, they will draw fun little pictures based on the passage they read.

TIP: If extra handwriting practice is needed, students may copy each reading passage on three-lined paper for lower elementary students. A primary-level notepad may be purchased for this purpose. Some writing tablets provide a space for drawing. Students may want to draw their assigned pictures in the tablet.

TIP: Be sure to complete the owl extension activities in the back of the book! Students have the opportunity to create a paper owl, practice drawing them using a step-by-step guide, and participate in other fun owl activities. You may want to research owls with your student while you are at it. There are many types of owls that students may find fascinating.

Writing

For those using *Practice Makes Polished* Level 4 alongside *Language Lessons for a Living Education* Level 4, each Writing lesson may be used on or after Day 3.

The **Write It Well** section encourages students to use their best handwriting as they write imperative, declarative, exclamatory, and interrogative sentences. Students will include spelling words from the Spelling Practice section in their sentences. They will also be asked to use key grammar and punctuation that tie in with concepts taught in *Language Lessons for a Living Education* Level 4, which are important for all students at this level to practice.

Journal It! combines practice with personal application. Students will record the date, share the weather, and provide a short response. Creativity is encouraged through a personal expression of life and faith.

Optional Schedules

Alternative Schedule for Spelling

For those introducing the spelling words on Day 5 of each week, the following schedule may be used:

Week 1

Day 5 Introduce Spelling Words (*Language Lessons for a Living Education* Level 4, Lesson 1, Day 5)

Week 2

Day 1 Spelling Practice (Lesson 1)

Day 2 Grammar & Reading Practice (Lesson 1)

Day 3 Write It Well (Lesson 1)

Day 4 Journal It!* (Lesson 1), Spelling Test

Day 5 Introduce Spelling Words (*Language Lessons for a Living Education* Level 4, Lesson 2, Day 5)

*Journal It! may be done on Day 5.

Summer Schedule

12-Week Schedule:

Each week, complete three lessons in each of the three key concept sections.

8-Week Schedule:

Weeks 1–4, complete four lessons in each of the three key concept sections.

Weeks 5–8, complete five lessons in each of the three key concept sections.





Please go over these instructions with the student for the Create Your Own Word Search activity found on pages 38, 56, 74, and 92.

Put spelling words in puzzle

D	O	G				
					F	
H	O	T			O	
					X	
S		M	O	M		M
O						O
B		P	O	T		P

Fill in rest of the boxes with letters

D	O	G	W	K	V	A
C	Z	L	I	U	F	C
H	O	T	B	S	O	R
B	Z	E	Y	P	X	Y
U	R	V	Z	H	H	F
S	W	M	O	M	U	M
O	O	B	O	O	T	O
B	W	P	O	T	O	P

Name _____

Spell with Color

Write each spelling word using colored pencils. As you write each word, **use** one color to write the consonants. Use a different favorite color to write the vowels.

break

shape

drain

spam

eight

stamp

flake

steak

holiday

stray

jail

talent

past

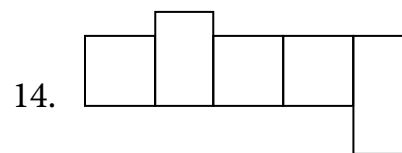
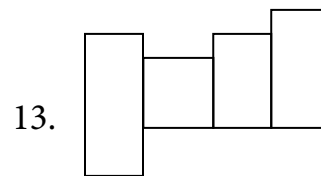
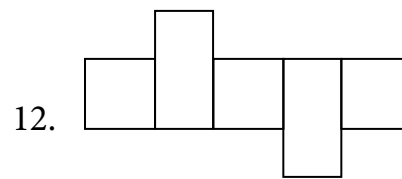
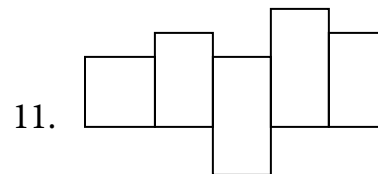
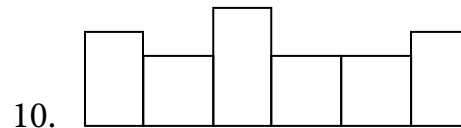
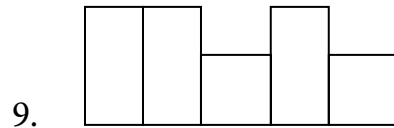
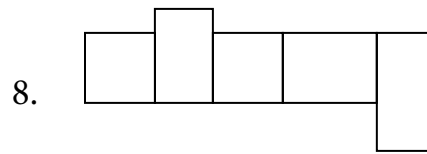
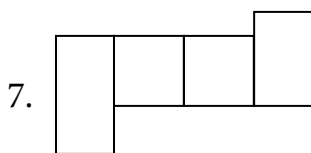
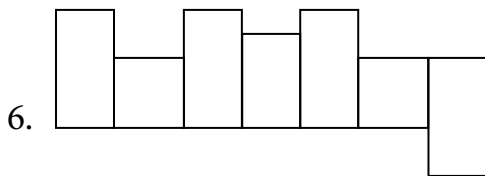
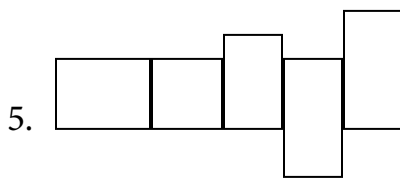
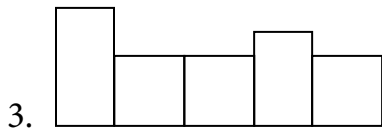
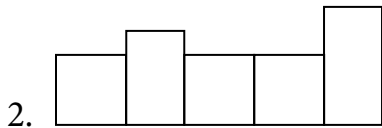
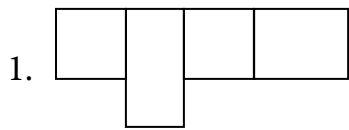
weigh



Word Shape Spelling

Use the following word bank to write each word in the correct word shape boxes.

- | | | | | |
|-----------------------------|-----------------------------|------------------------------|-----------------------------|-------------------------------|
| <input type="radio"/> break | <input type="radio"/> drain | <input type="radio"/> eight | <input type="radio"/> flake | <input type="radio"/> holiday |
| <input type="radio"/> jail | <input type="radio"/> past | <input type="radio"/> shape | <input type="radio"/> spam | <input type="radio"/> stamp |
| <input type="radio"/> steak | <input type="radio"/> stray | <input type="radio"/> talent | <input type="radio"/> weigh | |



Name _____

Spell with Color

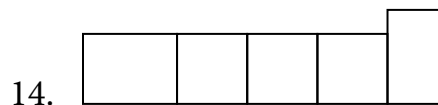
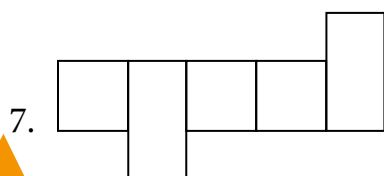
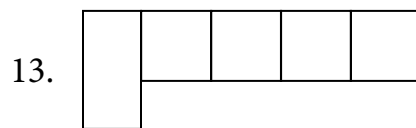
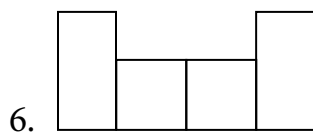
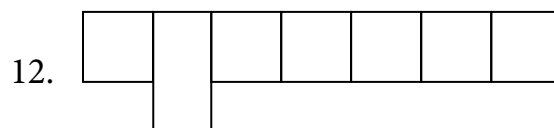
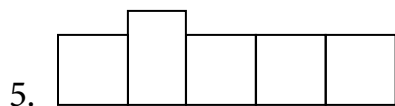
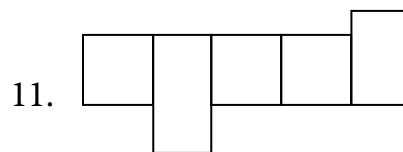
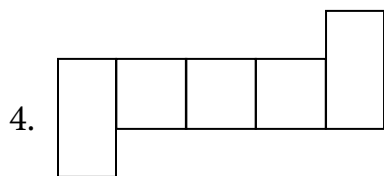
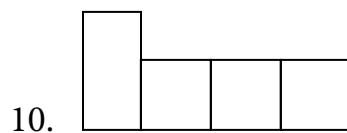
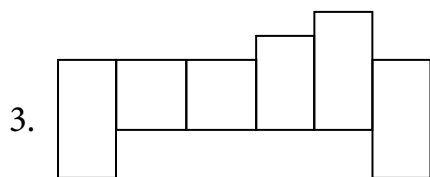
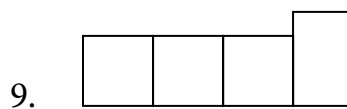
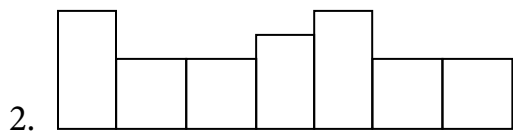
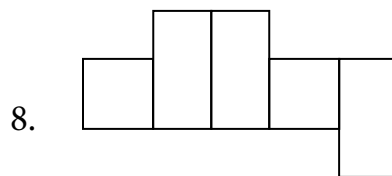
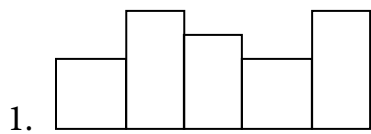
Write each spelling word using colored pencils. As you write each word, **use** one color to write the consonants. Use a different favorite color to write the vowels.

alley
_____meant
_____been
_____niece
_____chief
_____peach
_____desk
_____speed
_____east
_____spent
_____gently
_____squeeze
_____green
_____leather
_____

Word Shape Spelling

Use the following word bank to write each word in the correct word shape boxes.

- alley been chief desk east
 gently green leather meant niece
 peach speed spent squeeze





G
R
A N D R
M E
M A
A D
P R A C T I C E
N
G

Exercises Page 95

Grammar and Reading Practice Answer Key Page 279

Please go over these instructions with the student for the Create Your Own Word Search activity found on page 103.

Put spelling words in puzzle

D	O	G			
				F	
H	O	T		O	
				X	
S		M	O	M	M
O					O
B		P	O	T	P

Fill in rest of the boxes with letters

D	O	G	W	K	V	A
C	Z	L	I	U	F	C
H	O	T	B	S	O	R
B	Z	E	Y	P	X	Y
U	R	V	Z	H	H	F
S	W	M	O	M	U	M
O	O	B	O	O	T	O
B	W	P	O	T	O	P

Word Play instructions: Read the blue text under each line to the student (found on pages 95, 113, 131, 143, 155). Write the word the student chooses on each line. Let the student read the fun, silly story aloud.

Note: Most of the owl facts presented come from these websites:

<https://www.owlresearchinstitute.org>

<https://www.audubon.org>

<https://www.nationalgeographic.com>

<https://www.allaboutbirds.org>

<https://www.birdfact.com>

<https://www.inaturalist.org>

Name _____

Word Play

Fill in the story with a word the student has chosen for each type of noun. Have fun reading the silly story together!

The Package

I was washing the dishes when my _____
(noun)
began to bark.

I opened the front _____ and saw a package
(noun)
sitting on the _____.
(noun)

I noticed that the box was shipped to me from the
state of _____, from my aunt _____!
(proper noun-place) (proper noun-name)

I carried the big box into the _____ and
(noun)
put it on the _____.
(noun)

Can you believe she sent me a _____?
(noun-thing)

I plan to take it with me every time I go to

(proper noun-place)

I am going to send my aunt a _____ to
(noun-thing)
thank her for the sweet gift!

Let's Read About Owls!

Read the story, then answer the questions.

Owls

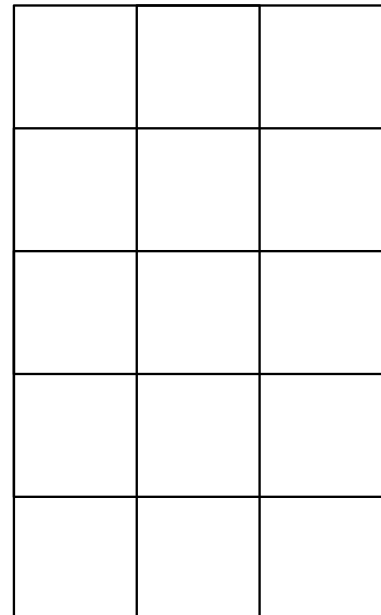
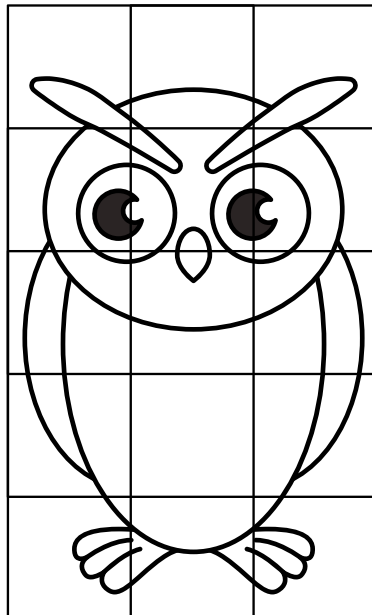
Owls showcase God's creativity. There are over 250 species of owls. They live in forests, deserts, and even in the Arctic. Most owls are nocturnal, which means they hunt during the night and rest during the day. Their large eyes are shaped like a tube rather than a ball, which helps them to see at night.

1. **What** do owls showcase?

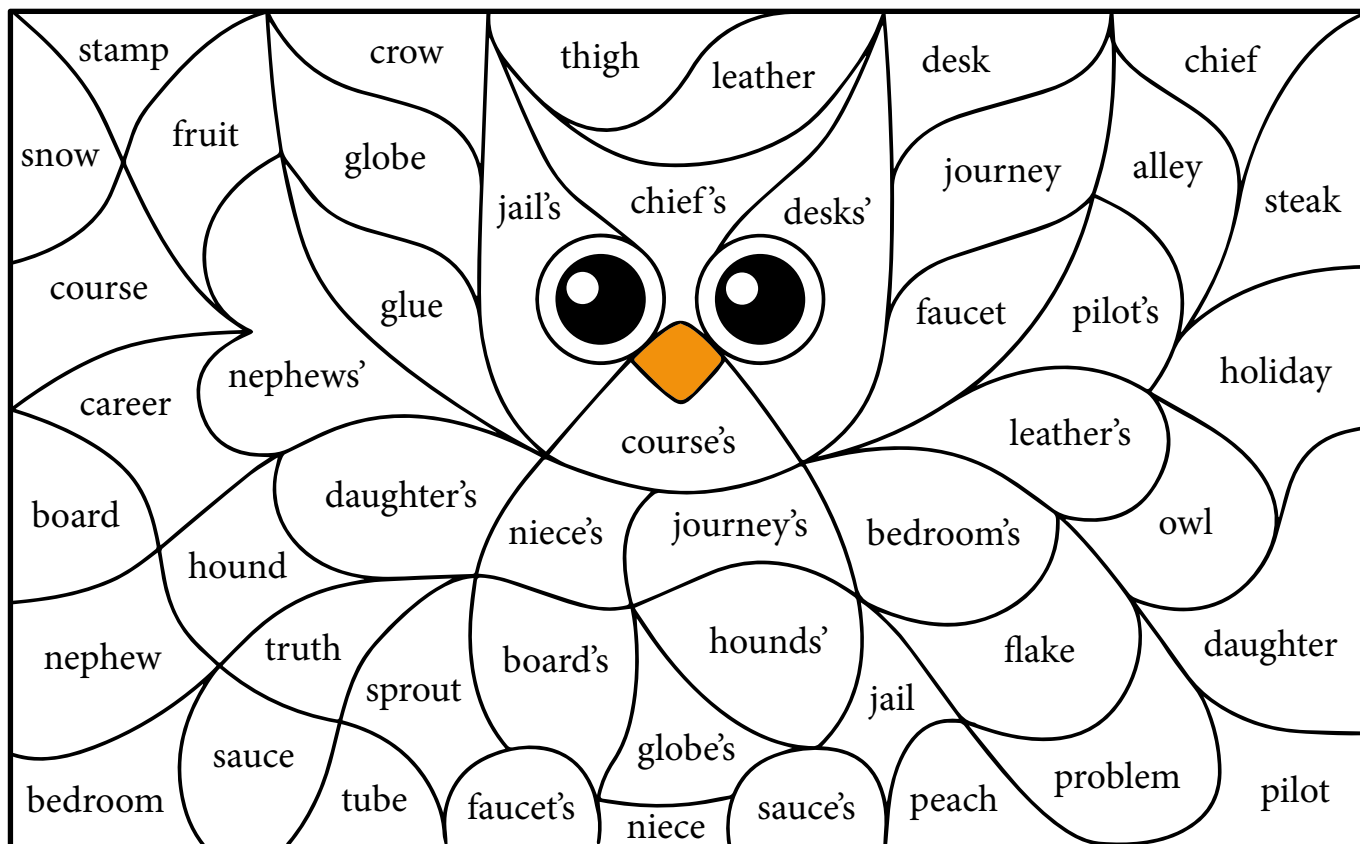
2. **What** do nocturnal creatures like owls do at night?

3. **What** are the shape of owl eyes?

Copy the owl picture, then **color** it with pencils or crayons.



Name _____

Hidden Picture: Possessive NounsUse a **brown** pencil or crayon to color the sections that contain a possessive noun.Use a **blue** pencil or crayon to color the sections that contain a regular noun.

Let's Read About Owls!

Read the story, then **answer** the questions.

Owls are Unique

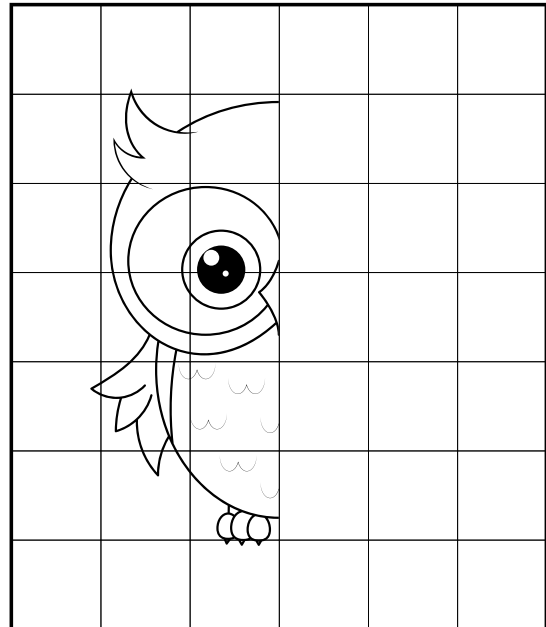
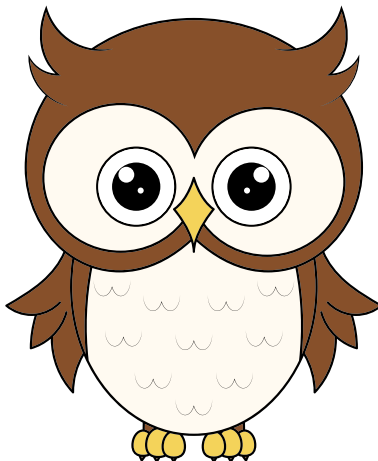
Owls have unique feet. God designed each foot with four toes that work together. One toe faces backward, while the other three face forward. One of the forward-facing toes can also swing backward to give the owl extra stability when needed. Their claws, called talons, are strong and sharp.

1. **What** can one of the forward-facing toes on an owl's foot do?

2. **How** do the unique features of its feet help the owl?

3. **What** are talons?

Copy the owl picture, then **color** it with pencils or crayons.





W
R
I
T
P R A C T I C E
N
G



Name _____

Write It Well

Check the box next to each spelling word you use to write the following sentences.

Can you use them all?

- | | | | | |
|--------------------------------|--------------------------------|---------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> break | <input type="checkbox"/> drain | <input type="checkbox"/> eight | <input type="checkbox"/> flake | <input type="checkbox"/> holiday |
| <input type="checkbox"/> jail | <input type="checkbox"/> past | <input type="checkbox"/> shape | <input type="checkbox"/> spam | <input type="checkbox"/> stamp |
| <input type="checkbox"/> steak | <input type="checkbox"/> stray | <input type="checkbox"/> talent | <input type="checkbox"/> weigh | |

Write an imperative sentence.

Write an exclamatory sentence.

Write an interrogative sentence.

Write a declarative sentence.

Write a sentence using a proper noun.

Write a sentence using all of the unused spelling words.

JOURNAL

A journal is a place to write about your ideas and your life. Use your best handwriting. Have fun sharing your thoughts!

What is today's date?

Describe today's weather.

Describe how you will dress for today's weather.

Using your Bible, **copy** a Scripture verse from the Book of Psalms or Proverbs.

Name _____

Write It Well

Check the box next to each spelling word you use to write the following sentences.

Can you use them all?

- | | | | | |
|---------------------------------|--------------------------------|----------------------------------|----------------------------------|--------------------------------|
| <input type="checkbox"/> alley | <input type="checkbox"/> been | <input type="checkbox"/> chief | <input type="checkbox"/> desk | <input type="checkbox"/> east |
| <input type="checkbox"/> gently | <input type="checkbox"/> green | <input type="checkbox"/> leather | <input type="checkbox"/> meant | <input type="checkbox"/> niece |
| <input type="checkbox"/> peach | <input type="checkbox"/> speed | <input type="checkbox"/> spent | <input type="checkbox"/> squeeze | |

Write an imperative sentence.

Write an exclamatory sentence.

Write an interrogative sentence.

Write a declarative sentence.

Write a sentence using a possessive noun.

Write a sentence using all of the unused spelling words.

JOURNAL

What is today's date?

Describe today's weather.

How does today's weather affect your day?

Using your Bible, **copy** a Scripture verse from the Book of Psalms or Proverbs.



How to Use Charts & Helps

Charts & Helps are organized by topic.

This section may be useful for both teachers and students as a reference when completing the practice pages. For example, if a student needs help remembering what a noun is, the definition and examples can be found in the Parts of Speech section.

Charts & Helps Table of Contents

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Grammar & Reading Practice Answer Key Page 279

Spelling Practice Answer Key

Word Shape Spelling, Lesson 1, Page 22

- | | |
|------------|------------|
| 1. spam | 8. stamp |
| 2. steak | 9. flake |
| 3. drain | 10. talent |
| 4. break | 11. eight |
| 5. weigh | 12. shape |
| 6. holiday | 13. jail |
| 7. past | 14. stray |

Word Shape Spelling, Lesson 2, Page 24

- | | |
|------------|-------------|
| 1. chief | 8. alley |
| 2. leather | 9. east |
| 3. gently | 10. been |
| 4. peach | 11. spent |
| 5. niece | 12. squeeze |
| 6. desk | 13. green |
| 7. speed | 14. meant |

Word Shape Spelling, Lesson 3, Page 26

- | | |
|-----------|------------|
| 1. flight | 8. shine |
| 2. type | 9. align |
| 3. pilot | 10. thigh |
| 4. inch | 11. ruin |
| 5. sting | 12. deny |
| 6. build | 13. height |
| 7. grind | 14. diet |

Word Shape Spelling, Lesson 4, Page 28

- | | |
|-----------|------------------|
| 1. coast | 8. crow or snow |
| 2. goal | 9. shop |
| 3. wrote | 10. host |
| 4. broke | 11. problem |
| 5. growth | 12. globe |
| 6. shown | 13. snow or crow |
| 7. gold | 14. shock |

Word Shape Spelling, Lesson 5, Page 30

- | | |
|-----------|------------|
| 1. rescue | 8. threw |
| 2. tube | 9. nephew |
| 3. prove | 10. cute |
| 4. glue | 11. unit |
| 5. done | 12. group |
| 6. truth | 13. fruit |
| 7. punish | 14. smooth |

Word Shape Spelling, Lesson 6, Page 32

- | | |
|-------------------|------------|
| 1. mount | 8. sauce |
| 2. drawn or frown | 9. exalt |
| 3. crawl | 10. sprout |
| 4. launch | 11. fault |
| 5. sound | 12. false |
| 6. frown or drawn | 13. howl |
| 7. faucet | 14. pounce |

Word Shape Spelling, Lesson 7, Page 34

- | | |
|-----------------------|-----------------------|
| 1. ought | 8. brought or fraught |
| 2. caught or sought | 9. taught |
| 3. astound | 10. ground |
| 4. thought | 11. daughter |
| 5. hound or found | 12. bought or fought |
| 6. fraught or brought | 13. sought or caught |
| 7. found or hound | 14. fought or bought |

Word Shape Spelling, Lesson 8, Page 36

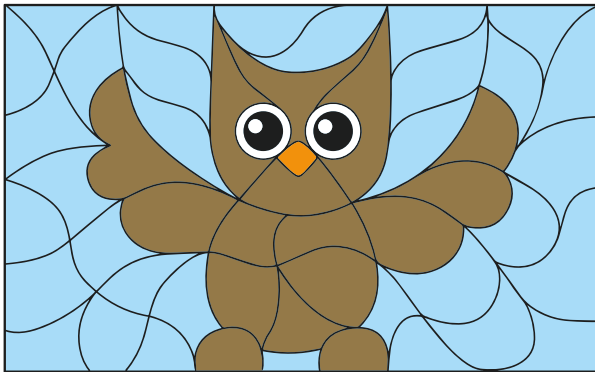
- | | |
|---------------------|----------------------|
| 1. sharp | 8. declare |
| 2. course or career | 9. perhaps |
| 3. purpose | 10. worn |
| 4. dairy | 11. journey |
| 5. twirl | 12. career or course |
| 6. board | 13. score |
| 7. learn | 14. appear |

Grammar & Reading Practice Answer Key

Let's Read, Lesson 1, Page 96

1. God's creativity
2. They hunt.
3. Tubes

Hidden Picture, Lesson 2, Page 97



Let's Read, Lesson 2, Page 98

1. Swing backward
2. They give extra stability.
3. Claws

Maze, Lesson 3, Page 99



Let's Read, Lesson 3, Page 100

1. No
2. Beneath their feathers
3. Pinpoint where sounds come from

Word Search, Lesson 4, Page 101

A	Y	W	E	V	A	M	J	N	H	O	R
Y	U	W	B	Q	R	Y	Y	O	U	R	K
O	P	T	H	E	R	X	H	I	G	L	P
U	S	T	H	Z	B	C	I	M	J	I	T
E	W	H	T	I	O	V	S	F	Q	D	S
I	U	E	D	T	C	T	H	E	M	A	I
G	E	I	E	S	G	Y	K	L	T	H	B
H	F	R	N	X	I	S	N	H	L	I	U
O	U	R	P	R	M	H	K	E	C	M	Z
J	O	M	U	S	V	E	S	Z	F	W	D

Let's Read, Lesson 4, Page 102

1. Strigiformes
2. The barn owl
3. Round

Let's Read, Lesson 5, Page 104

1. Species
2. They screech.
3. The Eastern screech-owl