

Practice Makes Polished



MASTERBOOKS[®]
— CURRICULUM —

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



MASTERBOOKS®
— CURRICULUM —

Curriculum

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About the Author

Kristen Pratt served as the Master Books Brand & Curriculum Development Manager, where she developed the Master Books Method. She is a Kingdom-minded entrepreneur and author of the award-winning *Language Lessons for a Living Education* series. She homeschools and runs her business in the beautiful Ozarks.

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Scope and Sequence

9	Welcome to Practice Makes Polished Level 3	
13	Spelling Practice	
15	Lesson 1	Short-a, e Words
17	Lesson 2	Short-i, o, u Words
19	Lesson 3	Long-a Words
21	Lesson 4	Long-e Words
23	Lesson 5	Long-i Words
25	Lesson 6	Long-o Words
27	Lesson 7	Long-u Words
29	Lesson 8	Sight Words
31	Lesson 9	Sight Words
33	Lesson 10	Suffix <i>-ed</i> , <i>-ing</i> Words
35	Lesson 11	/oy/, /oi/ Words
37	Lesson 12	Vowels Paired with <i>-r</i> Words
39	Lesson 13	Plural Words
41	Lesson 14	Plural Words
43	Lesson 15	Irregular Plural Words
45	Lesson 16	Compound Words
47	Lesson 17	Contractions
49	Lesson 18	Sight Words
51	Lesson 19	Vowels Paired with <i>-r</i> Words
53	Lesson 20	Double Consonant Words
55	Lesson 21	Double Consonant Words

57	Lesson 22	Homophones
59	Lesson 23	Homonyms
61	Lesson 24	Words with a Prefix
63	Lesson 25	Words with a Suffix
65	Lesson 26	Root Words
67	Lesson 27	Sight Words
69	Lesson 28	Double Consonant Words
71	Lesson 29	Words with ch, tch
73	Lesson 30	Words Beginning with a Three-letter Blend
75	Lesson 31	Words with f, gh, ph
77	Lesson 32	Soft and Hard g Words
79	Lesson 33	Silent Letter Words
81	Lesson 34	Double Consonant Words
83	Lesson 35	Ordinal Number Words
85	Lesson 36	Irregular Plural Nouns, Abbreviations
275	Spelling Practice Answer Key	

87 Grammar & Reading Practice

89	Lesson 1	Alphabet Reading Comprehension
91	Lesson 2	Proper Nouns Reading Comprehension
93	Lesson 3	Nouns, Proper Nouns Reading Comprehension
95	Lesson 4	Plural Nouns Reading Comprehension
97	Lesson 5	Plural Nouns Reading Comprehension
99	Lesson 6	Plural Nouns Reading Comprehension
101	Lesson 7	Irregular Plural Nouns Reading Comprehension
103	Lesson 8	Plural Possessive Nouns Reading Comprehension
105	Lesson 9	Proper Nouns, Pronouns, Plural Nouns Reading Comprehension
107	Lesson 10	Nouns, Proper Nouns, Verbs Reading Comprehension
109	Lesson 11	State of Being Verbs Reading Comprehension
111	Lesson 12	Nouns, Verbs, Interjections, Adjectives Reading Comprehension
113	Lesson 13	Nouns, Plural Nouns, Verbs, Adjectives, Adverbs Reading Comprehension
115	Lesson 14	Nouns, Verbs, Adjectives, Prepositions Reading Comprehension
117	Lesson 15	Homophones Reading Comprehension
119	Lesson 16	Homophones Reading Comprehension
121	Lesson 17	Articles Reading Comprehension
123	Lesson 18	Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension
125	Lesson 19	Word Usage: Has/Have Reading Comprehension
127	Lesson 20	Word Usage: Has/Have/Had Reading Comprehension
129	Lesson 21	Word Usage: See/Saw/Seen Reading Comprehension
131	Lesson 22	Word Usage: Eat/Ate/Eaten, Go/Went/Gone Reading Comprehension

133	Lesson 23	Word Usage: Most/Almost, Sit/Set Reading Comprehension
135	Lesson 24	Word Usage: This/That, These/Those Reading Comprehension
137	Lesson 25	Word Usage: It's/Its, Who's/Whose Reading Comprehension
139	Lesson 26	Comparison Words Reading Comprehension
141	Lesson 27	Word Usage Review Reading Comprehension
143	Lesson 28	Plural Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension
145	Lesson 29	Nouns, Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension
147	Lesson 30	Nouns, Plural Nouns, Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension
149	Lesson 31	Nouns, Plural Nouns, Possessive Nouns, Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension
151	Lesson 32	Word Usage Review Reading Comprehension
153	Lesson 33	Word Usage Review Reading Comprehension
155	Lesson 34	Nouns, Plural Nouns, Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension
157	Lesson 35	Word Usage Review Reading Comprehension
159	Lesson 36	Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions Reading Comprehension

281 Grammar & Reading Practice Answer Key

161 Writing Practice

163	Lesson 1	Short-a, e Words Journal
165	Lesson 2	Short-i, o, u Words, Days, Months, Proper Nouns Journal
167	Lesson 3	Long-a Words, Pronouns, Days Journal
169	Lesson 4	Long-e Words, Plural Nouns, Months Journal
171	Lesson 5	Long-i Words, Plural Nouns, Interjections Journal
173	Lesson 6	Long-o Words, Plural Nouns Journal
175	Lesson 7	Long-u Words, Irregular Plural Nouns, Two-syllable Words, Initials Journal
177	Lesson 8	Sight Words, Possessive Nouns, Compound Predicates Journal
179	Lesson 9	Sight Words, Plural Nouns Journal
181	Lesson 10	Suffix <i>-ed</i> , <i>-ing</i> Words, Verbs, Conjunctions Journal
183	Lesson 11	/oy/, /oi/ Words, State of Being Verbs, Compound Words Journal
185	Lesson 12	Vowels Paired with <i>-r</i> Words, Adjectives, Contractions Journal
187	Lesson 13	Plural Words, Adverbs, Adjectives, Quotation Marks Journal
189	Lesson 14	Plural Words, Prepositions, Title Journal
191	Lesson 15	Irregular Plural Words, Homophones Journal
193	Lesson 16	Compound Words, Homophones Journal
195	Lesson 17	Contractions, Articles Journal
197	Lesson 18	Sight Words, Verbs, Conjunctions, State of Being Verbs Journal
199	Lesson 19	Vowels Paired with <i>-r</i> Words, Has/Have/Had Journal
201	Lesson 20	Double Consonant Words, Helping Verbs Journal
203	Lesson 21	Double Consonant Words, See/Saw/Seen Journal
205	Lesson 22	Homophones, Prefix <i>un-</i> , <i>re-</i> Journal

207	Lesson 23	Homonyms, Words with a Prefix, Sit/Set Journal
209	Lesson 24	Words with a Prefix, Words with a Suffix Journal
211	Lesson 25	Words with a Suffix, Similes, Whose/Who's Journal
213	Lesson 26	Words with Roots, Words with a Suffix Journal
215	Lesson 27	Sight Words, Words with a Suffix Journal
217	Lesson 28	Double Consonant Words, Proper Nouns, Pronouns, Commas Journal
219	Lesson 29	Words with ch, tch, Plural Nouns, Conjunctions Journal
221	Lesson 30	Words Beginning with Blends, Possessive Nouns, Quotation Marks, Prepositions Journal
223	Lesson 31	Words with f, gh, ph, Compound Words, Contractions, Abbreviated Titles Journal
225	Lesson 32	Soft and Hard g Words, Similes, Helping Verbs, Past Tense Verbs Journal
227	Lesson 33	Silent Letter Words, Articles, Titles Journal
229	Lesson 34	Double Consonant Words, Adjectives, Adverbs Journal
231	Lesson 35	Ordinal Number Words, Homophones Journal
233	Lesson 36	Irregular Plural Nouns, Prepositions, Adjectives, Adverbs Journal
237	Charts and Helps	
261	Penguin Activities	
281	Answer Key	
283	Spelling Practice Answer Key	
289	Grammar & Reading Practice Answer Key	

Welcome to *Practice Makes Polished* Level 3

Practice Makes Polished Level 3 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 ages 7–10.

Each of the key concept sections in this book corresponds with the lessons in *Language Lessons for a Living Education* Level 3 and is an ideal way to offer extension activities for this award-winning curriculum.

Practice Makes Polished Level 3 can be used with any Language Arts, Reading, Spelling, or Writing curriculum.

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

▶ *Practice Makes Polished* Level 3 is not required for *Language Lessons for a Living Education* Level 3, 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 3 is a flexible practice book to solidify skills in spelling, grammar, reading, and writing.

How is *Practice Makes Polished* Level 3 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 3 or as a general skills practice workbook.

Key Concept Sections:

- Spelling
- Grammar & Reading
- Writing

Can I use *Practice Makes Polished* Level 3 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 3.

What curriculum can I use with *Practice Makes Polished* Level 3?

▶ This book practices concepts taught in *Language Lessons for a Living Education* Level 3 but can be used with any Language Arts, Spelling, Reading, or Writing curriculum.

How do I use *Practice Makes Polished* Level 3?

▶ *Practice Makes Polished* Level 3 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 3, 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 3* be used for summer practice?

▶ Absolutely! *Practice Makes Polished Level 3* 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 3*, use *Practice Makes Polished Level 3* during the summer break after you complete *Language Lessons for a Living Education Level 3*.

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 3* but can be used with any student needing extra spelling practice.

For those using *Practice Makes Polished Level 3* alongside *Language Lessons for a Living Education Level 3*, 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 3* (Spell with Color or Stack It Up Spelling).

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

Alternatively, the spelling words may be introduced on Day 5 of *Language Lessons for a Living Education Level 3*, and the *Practice Makes Polished Level 3* lessons assigned the following week, with a test administered on Day 4.

Grammar & Reading

For those using *Practice Makes Polished Level 3* alongside *Language Lessons for a Living Education Level 3*, 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 3*. **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 penguins 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.

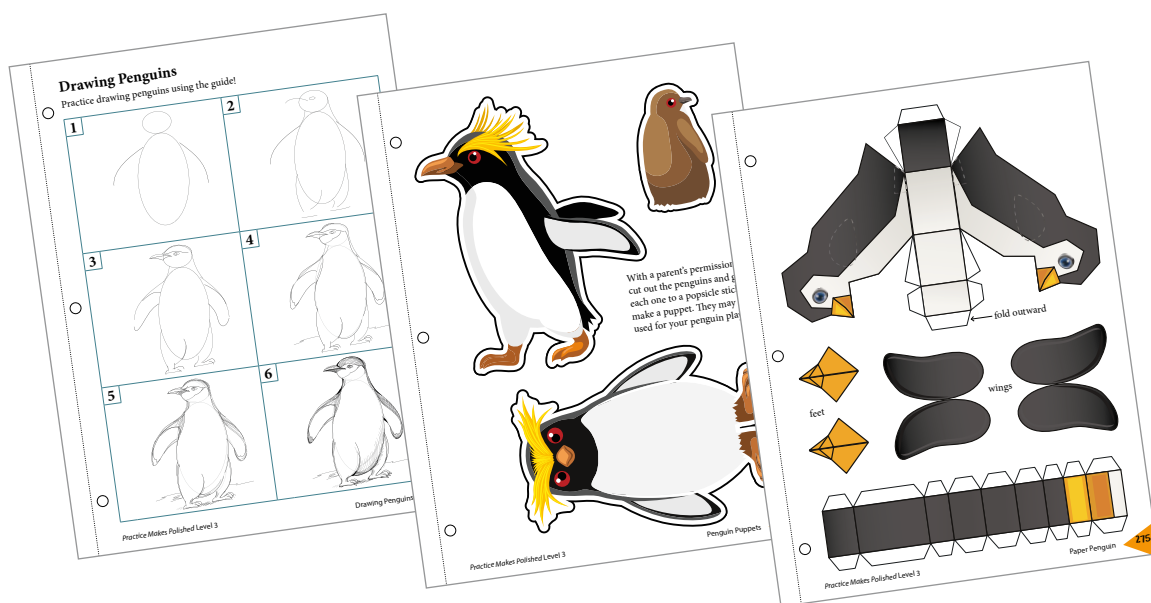
TIP: Be sure to complete the penguin extension activities in the back of the book! Students have the opportunity to create penguin puppets, a paper penguin, and practice drawing them using a step-by-step guide. You may want to research penguins with your student while you are at it. There are many types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

Writing

For those using *Practice Makes Polished* Level 3 alongside *Language Lessons for a Living Education* Level 3, 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 3, 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

Supplement to Language Lessons

For those using *Practice Makes Polished* Level 3 alongside *Language Lessons for a Living Education* Level 3, the following optional schedule can be used each week:

Day 1	Spell with Color/Stack It Up Spelling
Day 2	Grammar Activity, Let's Read*
Day 3	Word Shape Spelling/Word Search/Silly Sentences**
Day 4	Write It Well
Day 5	Journal It!

*For extra handwriting, students may copy each passage on three-lined paper for lower elementary students. Some primary writing tablets provide a space for drawing the assigned pictures that go with the story.

**Stack It Up Spelling and Spell with Color carry over on this page in some lessons.

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.

Alternative Schedule for Spelling

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

Week 1

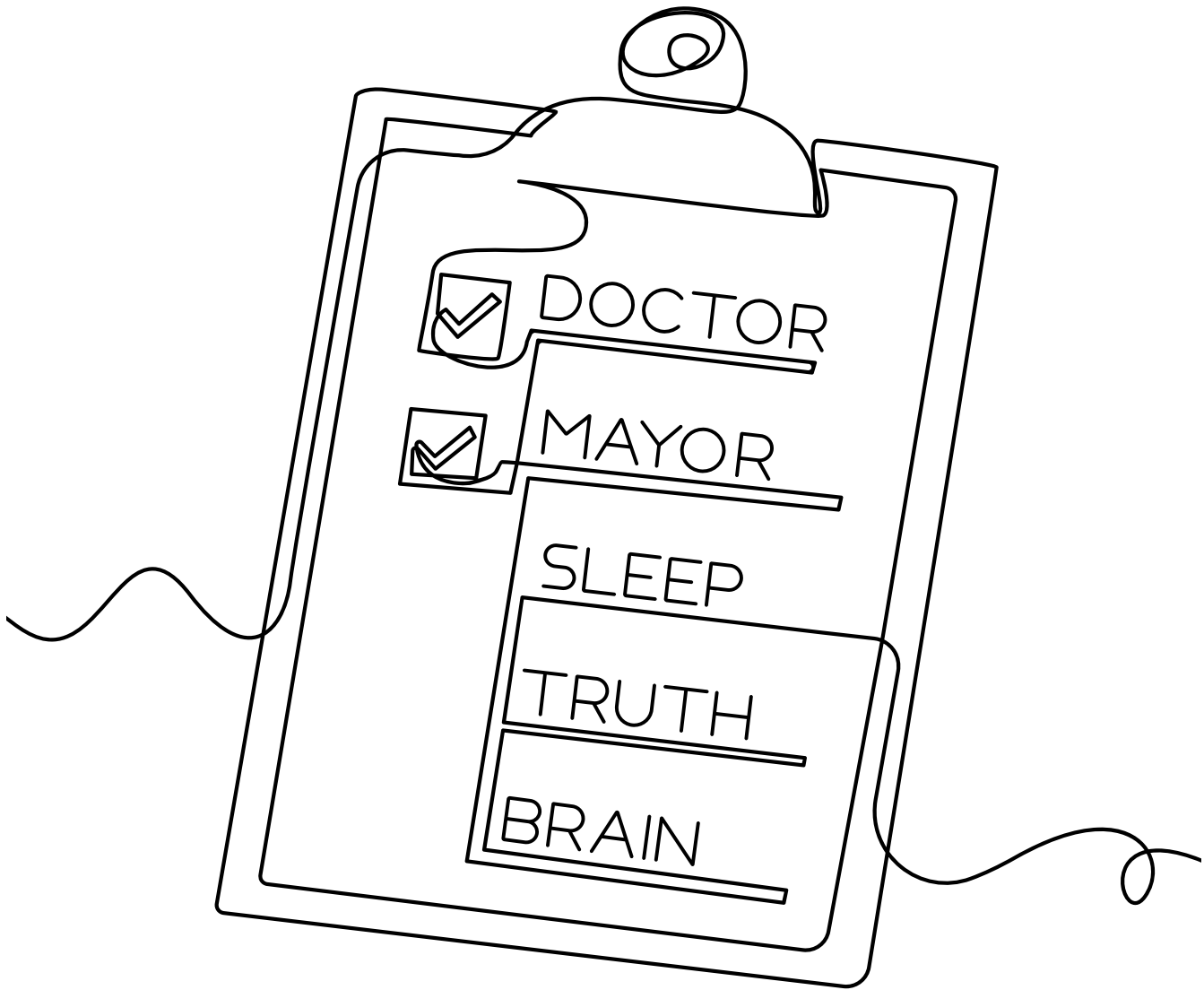
Day 5	Introduce Spelling Words (<i>Language Lessons for a Living Education</i> Level 3, Lesson 1, Day 5)
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Week 2

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 (<i>Language Lessons for a Living Education</i> Lesson 3, Day 5)

*Journal It! may be done on Day 5.





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

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 your favorite color to write the consonants. Use your second favorite color to write the vowels.

a s k

e v e r y

b a s k e t

h e l p

c a n d y

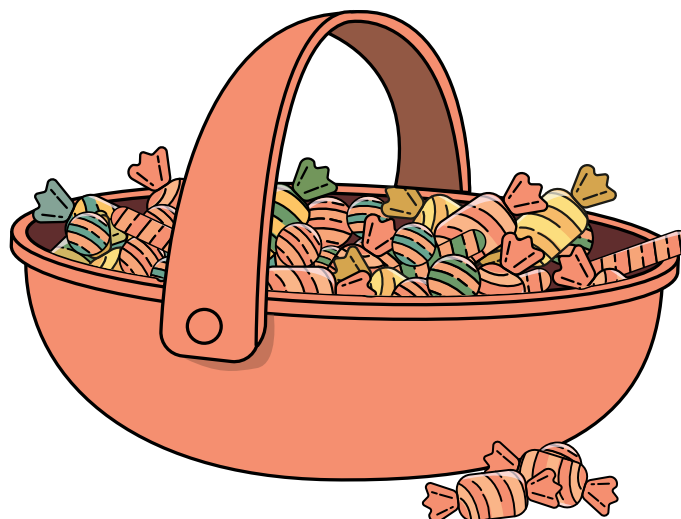
l e f t

c h e c k

n e x t

d a m p

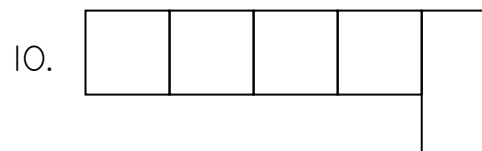
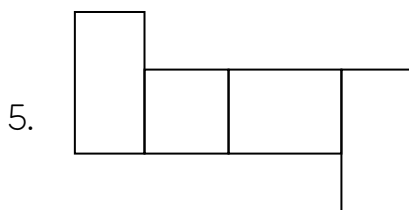
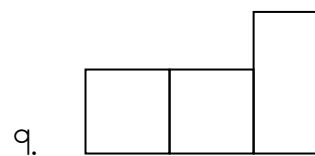
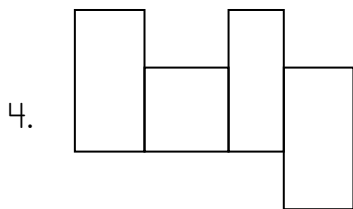
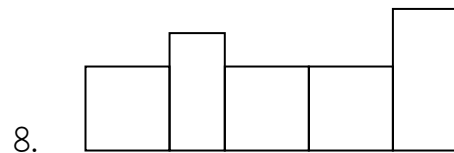
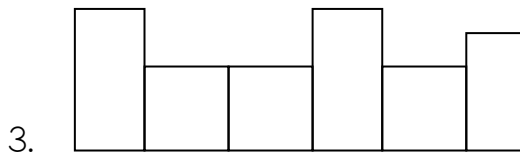
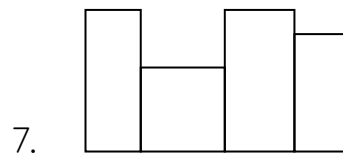
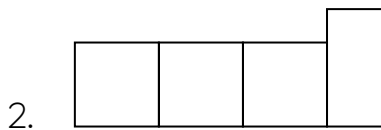
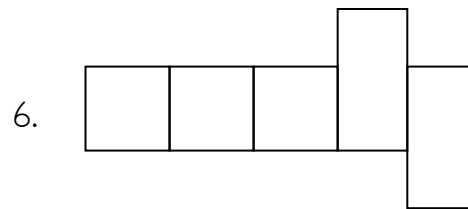
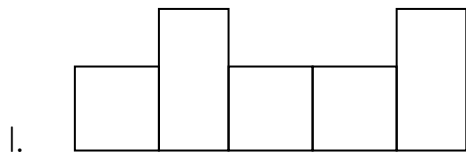
s t a n d



Word Shape Spelling

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

○ ask ○ basket ○ candy ○ check ○ damp
○ every ○ help ○ left ○ next ○ stand

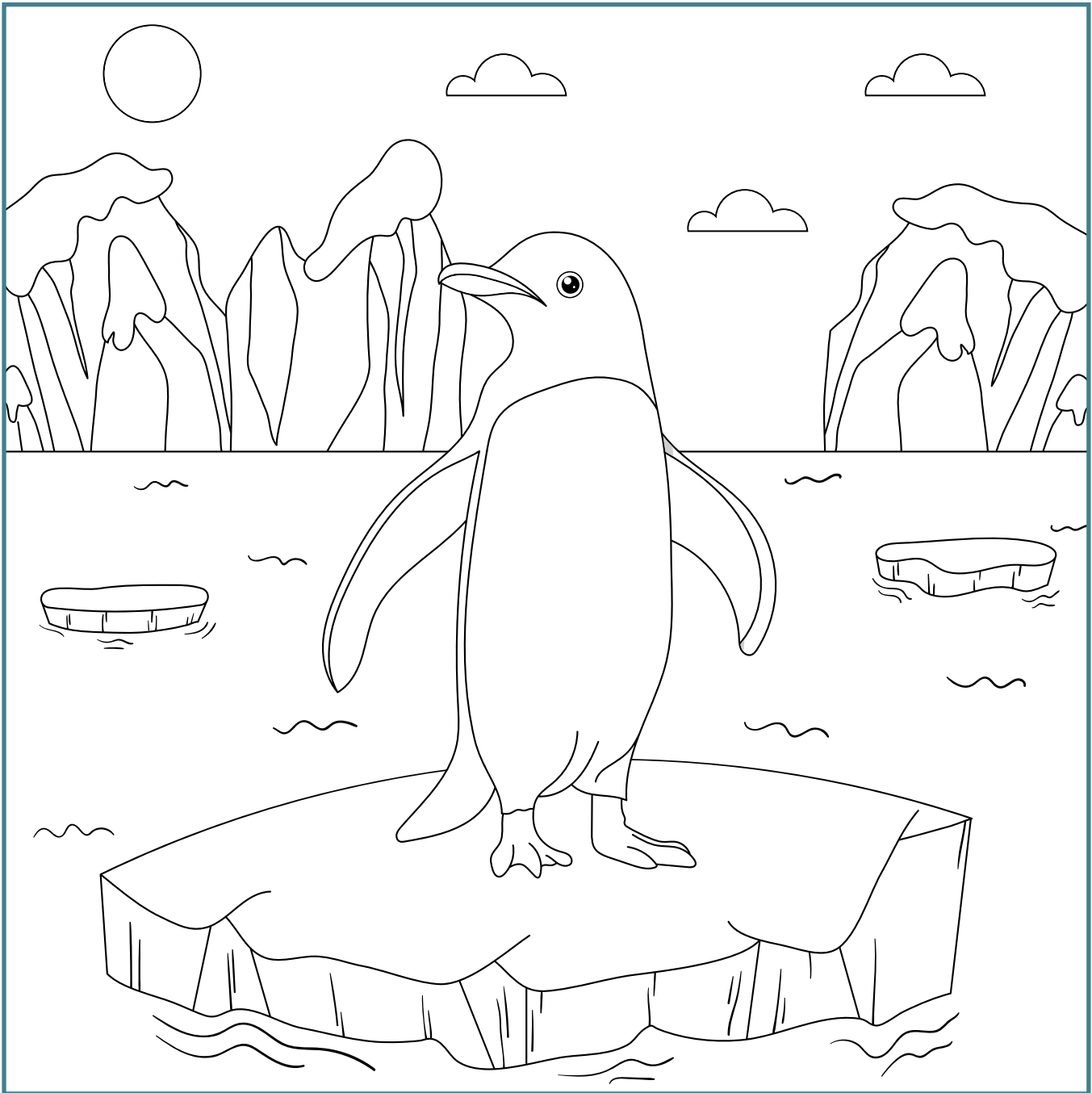




G
R
A N D R
M E
M A
A D
P R A C T I C E
N
G

Exercises Page 89

Grammar and Reading Practice Answer Key Page 289



Word Play instructions: Before the whole story is read together, read the blue text under each line to the student. Write the word the student chooses on each line. The words the student picks will create a fun, silly story. Read the story aloud together.

Students will learn about penguins as they practice reading skills. Fun penguin activities can be found in the back of the book! Students may practice drawing penguins using the practice sheets on pages 263–266.

Name _____

Maze: Alphabet

Use a highlighter to follow the alphabet path. Start on the uppercase (capital) letter A, then slide your highlighter to the lowercase (small) letter a. Continue through the alphabet until you reach the end.

	A	a	S	s	T
G	f	B	r	R	t
g	F	b	Q	q	U
H	e	C	p	V	u
h	E	c	P	v	W
I	d	D	o	X	w
i	J	j	O	x	Y
L	k	K	n	Z	y
l	M	m	N	z	END

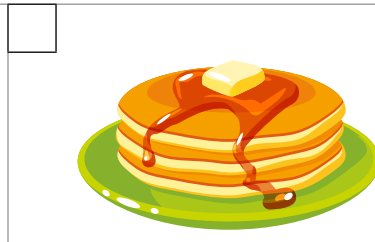
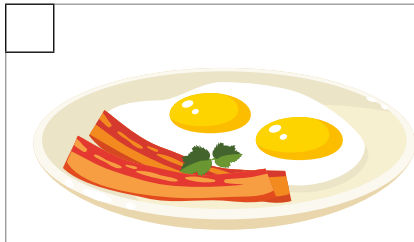
Let's Read a Story

Read the story then check the correct box.

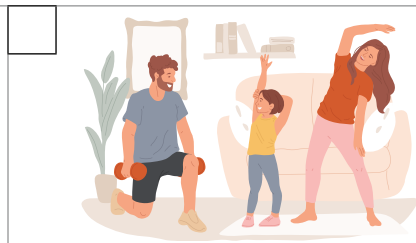
The Start of a Good Day!

As Ella came down the stairs, she saw her dad making her favorite breakfast: pancakes. Her family prayed and thanked God for such good food. Ella enjoyed every bite of her fluffy pancakes before it was time to leave for church. Ella knew it would be a good day!

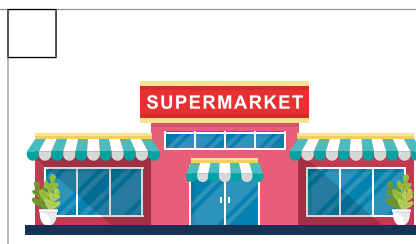
1. What food was Ella's dad making for breakfast?

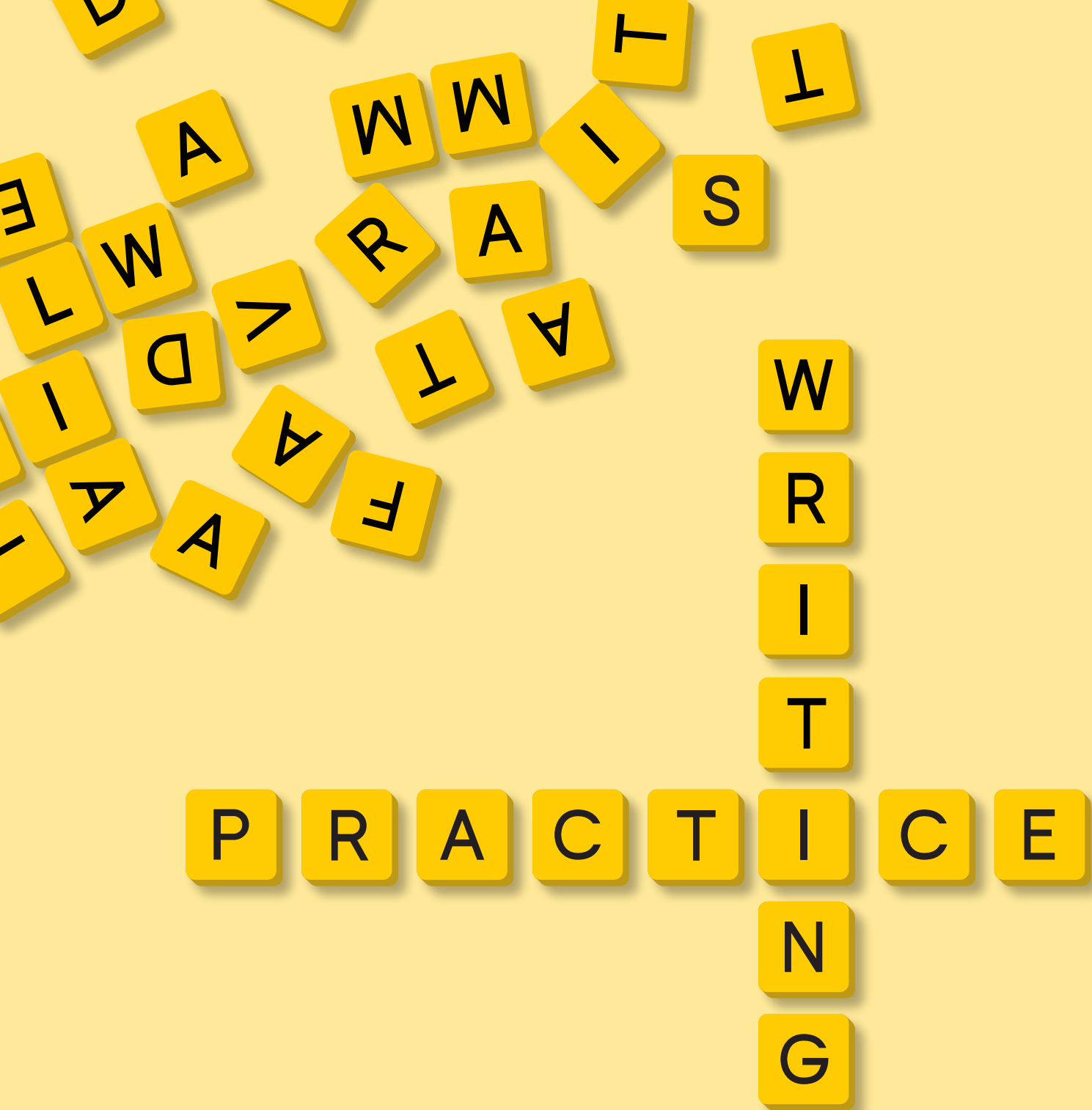


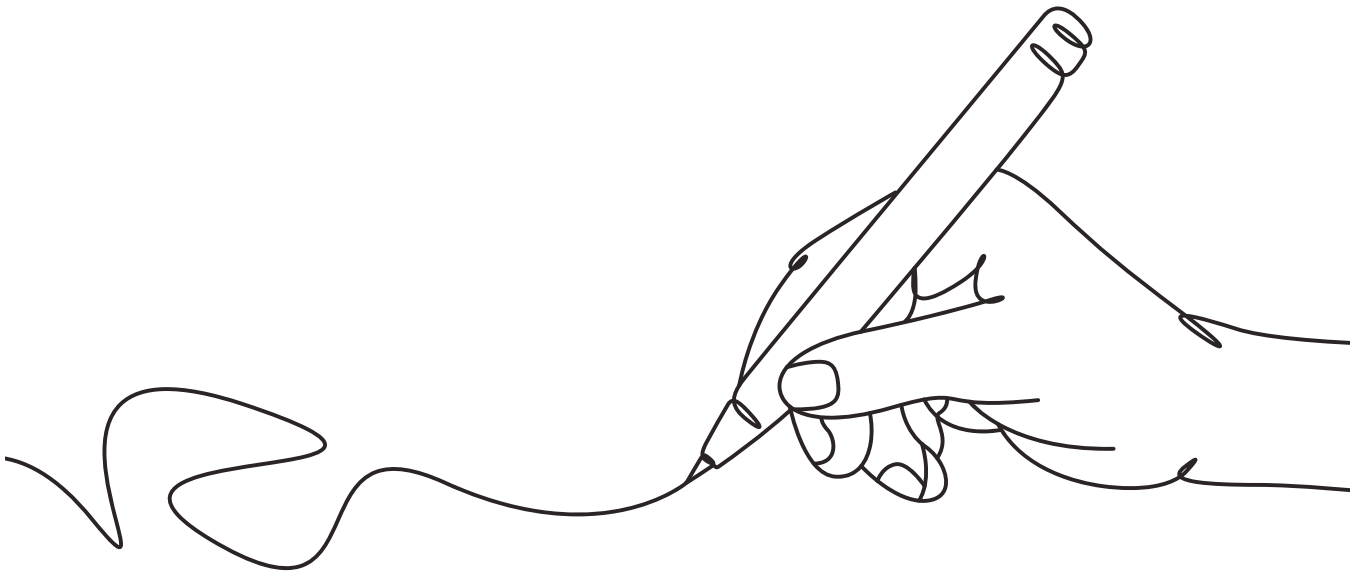
2. What did Ella's family do before they ate breakfast?



3. Where did Ella's family go after they ate breakfast?







Name _____

Write It Well

Use as many of the spelling words as you can to write the following sentences. Mark the box next to each word you use. Can you use them all?

- | | | | | |
|--------------------------------|---------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> ask | <input type="checkbox"/> basket | <input type="checkbox"/> candy | <input type="checkbox"/> check | <input type="checkbox"/> damp |
| <input type="checkbox"/> every | <input type="checkbox"/> help | <input type="checkbox"/> left | <input type="checkbox"/> next | <input type="checkbox"/> stand |

Write a sentence using one or more of your spelling words. Start with a capital letter and end your sentence with a **period**.

Write a sentence using one or more of your spelling words that you haven't used already. Start with a capital letter and end your sentence with an **exclamation point**.

Write a sentence using one or more of your spelling words that you haven't used already. Start with a capital letter and end your sentence with a **question mark**.

Journal It!

A journal is a place to write about your ideas and your life. If you need help spelling a word or writing the date, ask a parent or family member for help. Use your best handwriting. Have fun sharing your thoughts!

The date is written like this: May 15, 2037. Write today's date.

Check the boxes that match your weather today.

The Weather

The card features a thermometer on the left with a color gradient from blue at the bottom to red at the top. To the right of the thermometer are seven weather icons, each in a circle with a checkbox below it: a sun, clouds, rain (with an umbrella), a storm (with lightning), snow (with snowflakes), wind (with gusts), and some clouds (with a sun behind them). An orange paperclip is attached to the right side of the card.

- burning hot
- hot
- warm
- cool
- cold
- freezing cold
- sun
- clouds
- rain
- storm
- snow
- wind
- some clouds

Tell what kind of weather you like best.



A N S W E R
K
Y

Spelling Practice Answer Key Page 283

Grammar & Reading Practice Answer Key Page 289

Spelling Practice Answer Key

Word Shape Spelling, Lesson 1, Page 16

1. check
2. next
3. basket
4. help
5. damp
6. candy
7. left
8. stand
9. ask
10. every

Word Search, Lesson 2, Page 18

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

Word Shape Spelling, Lesson 3, Page 20

1. raise
2. pray
3. game
4. nail or sail
5. state
6. brain
7. take
8. away
9. sail or nail
10. today

Word Shape Spelling, Lesson 4, Page 22

1. seat
2. easy
3. keep
4. theme
5. baby
6. meal
7. clean
8. breeze
9. need
10. sleep

Word Shape Spelling, Lesson 5, Page 24

1. sign
2. sigh
3. July
4. quiet
5. dime
6. bike
7. hydrant
8. child
9. light
10. pilot

Word Search, Lesson 6, Page 26

M A E Y G R O W A
A M D E A H N G C
O O P L M O A N O
P S O L O P S R L
E T W O K E R O D
N S A W R E T A O
A L O N E E T D P

Word Shape Spelling, Lesson 7, Page 28

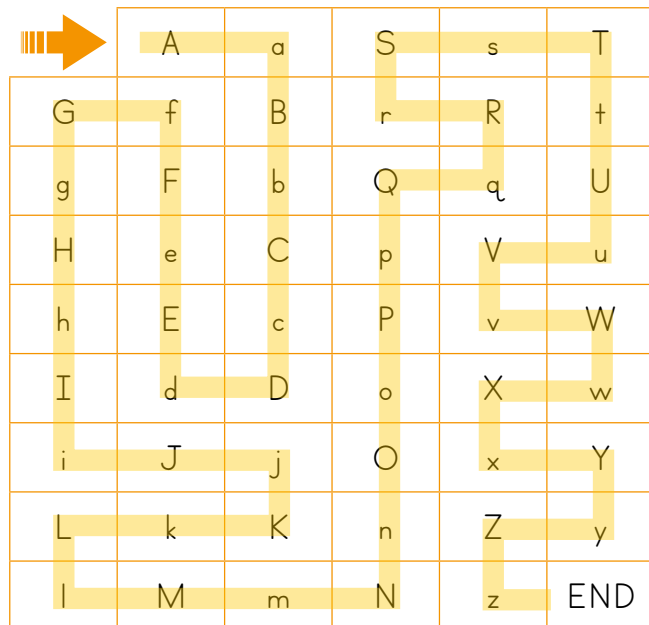
1. newt
2. music
3. juice
4. took
5. grew
6. noon
7. huge
8. truth
9. tune
10. root

Word Shape Spelling, Lesson 8, Page 30

1. much
2. done
3. start
4. myself
5. today
6. laugh
7. seven
8. about
9. eight
10. shall

Grammar & Reading Practice Answer Key

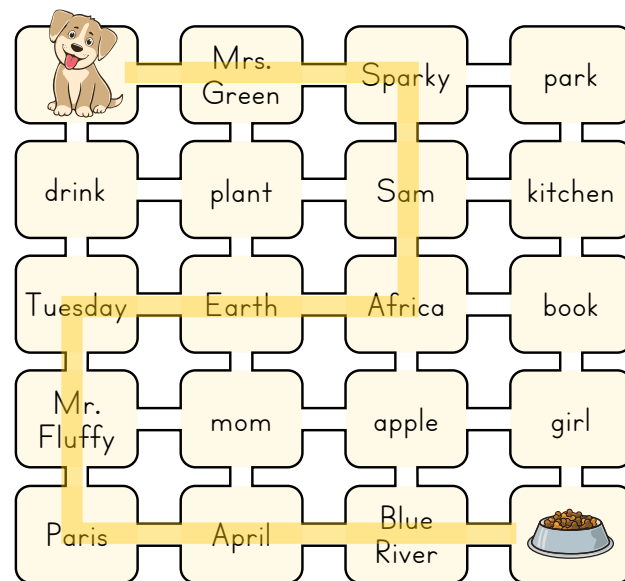
Maze, Lesson 1, Page 89





Let's Read, Lesson 1, Page 90

1. 
2. 
3. 

Maze, Lesson 2, Page 91



Let's Read, Lesson 2, Page 92

1. 
2. 

Let's Read, Lesson 3, Page 94

1. Three cousins
2. At the top of the ramp