

# Practice Makes Polished



MASTERBOOKS<sup>®</sup>  
— CURRICULUM —

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



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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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# Welcome to *Practice Makes Polished* Level 2

*Practice Makes Polished* Level 2 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 6–9.

Each of the key concept sections in this fun practice book corresponds with the lessons in *Language Lessons for a Living Education* Level 2 and is an ideal way to offer extension activities for this award-winning curriculum.

*Practice Makes Polished* Level 2 is also fun practice for students using any Language Arts, Reading, Spelling, or Writing curriculum.

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

*Practice Makes Polished* Level 2 provides a fun way to practice essential skills. Some students may benefit from additional practice in the key areas of spelling, grammar, reading, and/or writing. This practice book is also ideal for students who love Language Arts and want additional activities.

*Practice Makes Polished* Level 2 is not required for *Language Lessons for a Living Education* Level 2, but it is highly recommended for students who need extra practice in key areas, or simply for fun.

## What topics does this book cover?

*Practice Makes Polished* Level 2 is a flexible practice book to solidify skills in spelling, grammar, reading, and writing.

## How is *Practice Makes Polished* Level 2 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 2 or as a general skills practice workbook.

Key Concept Sections:

- Spelling
- Grammar & Reading
- Writing

## Can I use *Practice Makes Polished* Level 2 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 2.

## What curriculum can I use with *Practice Makes Polished* Level 2?

This book practices concepts taught in *Language Lessons for a Living Education* Level 2 but can be used with any Language Arts, Spelling, Reading, or Writing curriculum.

## How do I use *Practice Makes Polished* Level 2?

*Practice Makes Polished* 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 2, 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 2* be used for summer practice?

▶ Absolutely! *Practice Makes Polished Level 2* 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 2*, use *Practice Makes Polished Level 2* during the summer break after you complete *Language Lessons for a Living Education Level 2*.

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

While the spelling words are worked into each of the three key concept sections, they are the primary focus of the Spelling section. The word lists correspond with *Language Lessons for a Living Education Level 2* but can be used with any student needing extra spelling practice.

For those using *Practice Makes Polished Level 2* alongside *Language Lessons for a Living Education Level 2*, 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 2* (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 2* (Word Shape Spelling, etc.).

Alternatively, the spelling words may be introduced on Day 5 of *Language Lessons for a Living Education Level 2*, and the *Practice Makes Polished Level 2* lessons assigned the following week, with a test administered on Day 4.

## Grammar & Reading

The **Word Play** activity is a fun way for students to practice grammar skills. Read the type of word needed for each blank in the story to the student. Write the student's words on the lines. 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.

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

**Let's Read a Story!** combines spelling word recognition with reading practice. Each Silly Story uses all the spelling words from the Spelling Practice section. The student will have fun reading and may want to make up their own silly story using the spelling words.

For those using *Practice Makes Polished Level 2* alongside *Language Lessons for a Living Education Level 2*, each Let's Read a Story! lesson may be used on or after Day 2.

For those introducing the spelling words on Day 5, the Let's Read a Story! activity may be completed on Day 2 of the following week.

**TIP:** If extra handwriting practice is needed, students may write each sentence separately on three-lined paper for lower elementary students. A primary-level notepad may be purchased for this purpose. Some notepads provide a space for drawing. Students may want to draw silly pictures to go with the silly story.

## Writing

The **Write It Well** section encourages students to use their best handwriting as they write sentences that end in a period, an exclamation point, or a question mark. 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*

# Optional Schedules

## Supplement to Language Lessons

For those using *Practice Makes Polished* Level 2 alongside *Language Lessons for a Living Education* Level 2, the following optional schedule can be used each week:

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

\*For extra handwriting, students may write each sentence separately on three-lined paper for lower elementary students. Some primary writing tablets provide a space for drawing silly pictures to go with the silly 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.

*Education* Level 2, and important for all students at this level to practice.

For those using *Practice Makes Polished* Level 2 alongside *Language Lessons for a Living Education* Level 2, each Write It Well lesson may be used on or after Day 3.

**Journal It!** combines practice with personal application. Students will write the day of the week, the date, and provide a short response to a question that sharpens skills and encourages creativity and personal expression.

For those using *Practice Makes Polished* Level 2 alongside *Language Lessons for a Living Education* Level 2, each Journal It! page may be used on or after Day 3.

## Alternative Schedule for Spelling

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

### Week 1

Day 5	Introduce Spelling Words ( <i>Language Lessons for a Living Education</i> 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 2, Day 5)

\*Journal It! may be done on Day 4.





SUN



Bee



Cat



snail

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.

cab

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---

---

sad

---

---

---

cat

---

---

---

map

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---

---

dad

---

---

---

ram

---

---

---

ran

---

---

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## Word Shape Spelling

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

cab, dad, sad, ram, cat, ran, map

1. 

--	--	--

5. 

--	--	--

2. 

--	--	--

6. 

--	--	--

3. 

--	--	--

7. 

--	--	--

4. 

--	--	--



Name \_\_\_\_\_

## Stack It Up Spelling

Write each spelling word by adding the next letter. The first one is done for you.

bed

b

be

bed

web

pen

yes

jet

tent

sent



## Word Search

Find each word and circle it.

- web
- bed
- tent
- jet
- sent
- pen
- yes

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

## Silly Sentences

Write a silly sentence using as many of the words from Stack It Up Spelling as you can!

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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.

sit

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---

---

twin

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---

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lip

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---

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rib

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---

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kid

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---

---

give

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---

fin

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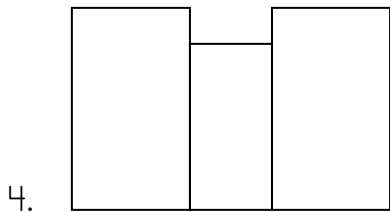
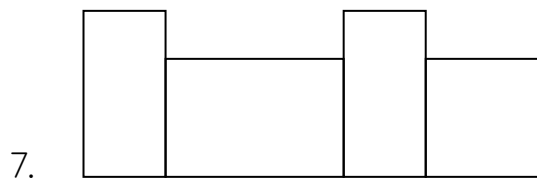
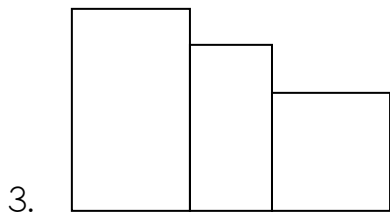
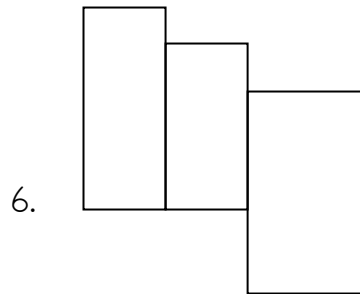
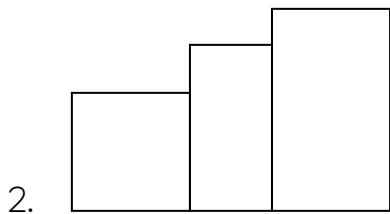
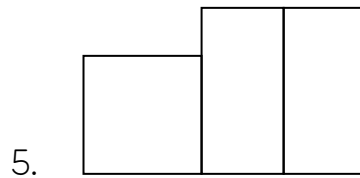
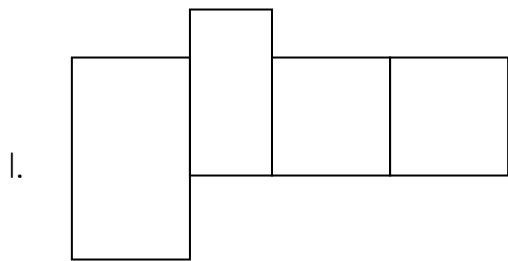
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## Word Shape Spelling

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

sit, lip, kid, fin, twin, rib, give





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**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.

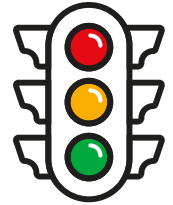
Name \_\_\_\_\_

Lesson 1

## 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!

### My Ride in the City



I took a ride with \_\_\_\_\_  
(noun: person)

in the city.

We only drove a short time before  
we sat at a red \_\_\_\_\_.  
(noun: thing)

Just as it turned green, a \_\_\_\_\_  
(noun: thing)  
honked for us to go.








As we turned a corner, I saw a sad  
\_\_\_\_\_ holding only a cone.  
(noun: person)

A pile of ice cream was on the  
\_\_\_\_\_.  
(noun: thing)

When we got home, I drew a map of  
our trip in the \_\_\_\_\_.  
(noun: place)

## Let's Read a Story!

This silly story uses all your spelling words! Read it to your teacher.

1. My dad has a cab. 
2. A cat is on the cab. 
3. My dad has a map in his cab. 
4. My dad ran to the cab. 
5. A ram is in the cab. 
6. The ram ate the map. 
7. My dad is sad. 

Circle the words that make the short -a sound in each sentence. Underline the nouns.

You may color the pictures or draw more of your own!



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!

### My Puppy

I was so happy when my \_\_\_\_\_  
(noun: person)

said I could have a puppy!

I named my puppy \_\_\_\_\_.  
(proper noun: name)

My puppy loves to run, jump, and  
wag its \_\_\_\_\_.  
(noun: thing)

My puppy likes to take rides  
in our \_\_\_\_\_.  
(noun: thing)

My puppy always sleeps in my  
\_\_\_\_\_ at night.  
(noun: thing)

Some days, I wake up to him chewing  
on my \_\_\_\_\_.  
(noun: thing)

I love my puppy!




## Let's Read a Story!

This silly story uses all your spelling words! Read it to your teacher.

1. While I was in bed, I wrote a note with a pen. 

2. I sent it to my Aunt Karen. 

3. She said yes to camping with me. 

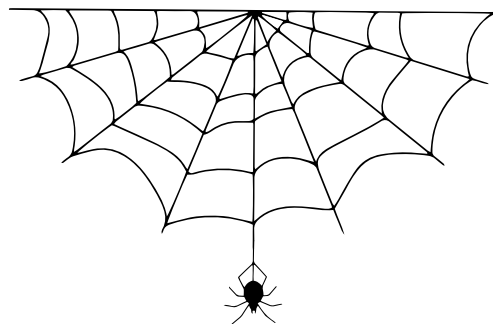
4. I had to promise that a spider would not make a web in our tent! 

5. She will have to fly to Maine in a jet. 

Circle the short -e words.

Underline the proper nouns.

You may color the pictures or draw more of your own!



Name \_\_\_\_\_

Lesson **3****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!

**A Day at the Zoo**

We went to the zoo on \_\_\_\_\_.  
(proper noun: day of the week)

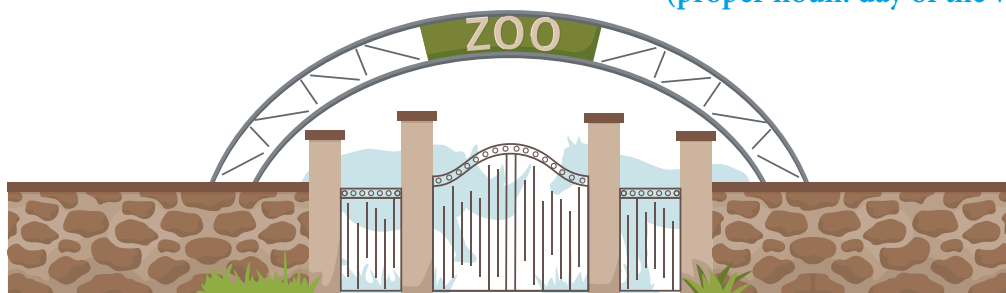
The first animal we saw was a  
\_\_\_\_\_ named \_\_\_\_\_.  
(noun: animal) (proper noun: name)

My favorite part of the day was when  
we visited the \_\_\_\_\_ house.  
(noun: animal)

There was a new baby \_\_\_\_\_  
named \_\_\_\_\_ that was just born  
(noun: animal) (proper noun: name)



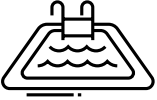
on \_\_\_\_\_.  
(proper noun: day of the week)

It was so fun to see all the animals! I  
can't wait to go back on \_\_\_\_\_.  
(proper noun: day of the week)



## Let's Read a Story!

This silly story uses all your spelling words! Read it to your teacher.

1. My twin bit his lip when he saw the shark fin. 
2. I told him to sit still and give the shark time to swim away. 
3. Soon, my elbow jabbed into his rib.
4. He sure likes to kid. If he is afraid of the toy shark, he can just get out of the pool! 

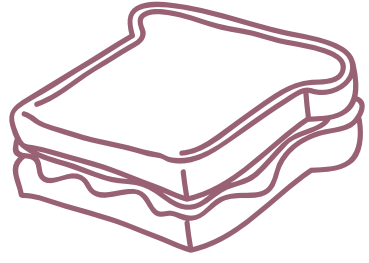
Circle the short *-i* words

You may color the pictures or draw more of your own!





food



meat

jam

hotdog



milkshake

Name \_\_\_\_\_

## Write It Well

Use your spelling words to write the following sentences. Mark the box next to each word you use.

cab  dad  sad  ram  
 cat  ran  map

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

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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**.

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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**.

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# Journal It!

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



## Journal Day 1

What day of the week is it today?



\_\_\_\_\_

-----

\_\_\_\_\_



What is the date? The date is written like this: September 23, 2056.

\_\_\_\_\_

-----

\_\_\_\_\_

Use nouns to write a list of three things you are thankful for.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

Name \_\_\_\_\_

## Write It Well

Use your spelling words to write the following sentences. Mark the box next to each word you use.

web  bed  tent  jet  sent  pen  eyes

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

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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**.

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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**.

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## Journal It!

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



### Journal Day 2

What day of the week is it today?

\_\_\_\_\_

← \_\_\_\_\_ →

\_\_\_\_\_

What is the date? The date is written like this: September 23, 2056.

\_\_\_\_\_

\_\_\_\_\_

Use proper nouns to write a list of three people you are thankful for.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

## Write It Well

Use your spelling words to write the following sentences. Mark the box next to each word you use.

sit  lip  kid  fin  twin  rib  give

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

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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**.

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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**.

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## Journal It!

Fill in your journal. If you need help spelling a word or writing the date, ask a parent or family member. Use your best handwriting. Have fun sharing your thoughts!



### Journal Day 3

Write today's day of the week:



\_\_\_\_\_

-----

\_\_\_\_\_



Write today's date:

\_\_\_\_\_

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\_\_\_\_\_

Circle your favorite day of the week.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Write two things you like to do on your favorite day of the week.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_



Spelling Practice Answers ..... Page 233

Grammar & Reading Answers..... Page 239

## Spelling Practice Answers

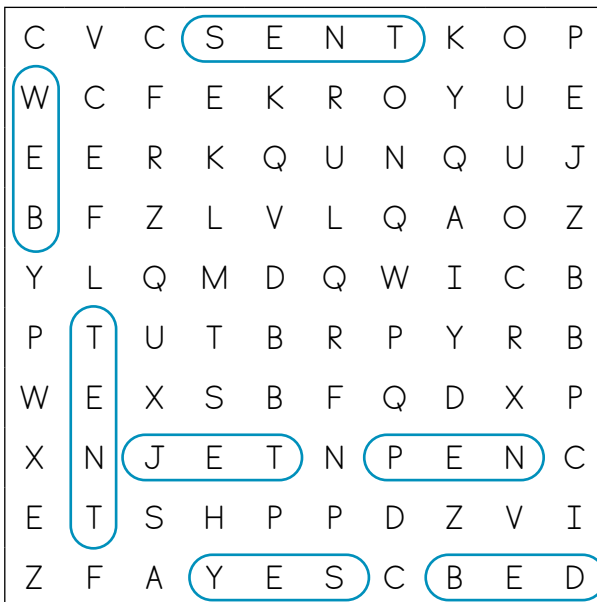
### Word Shapes; Lesson 1, Page 12

1. ran
2. cab
3. map
4. sad
5. cat
6. dad
7. ram

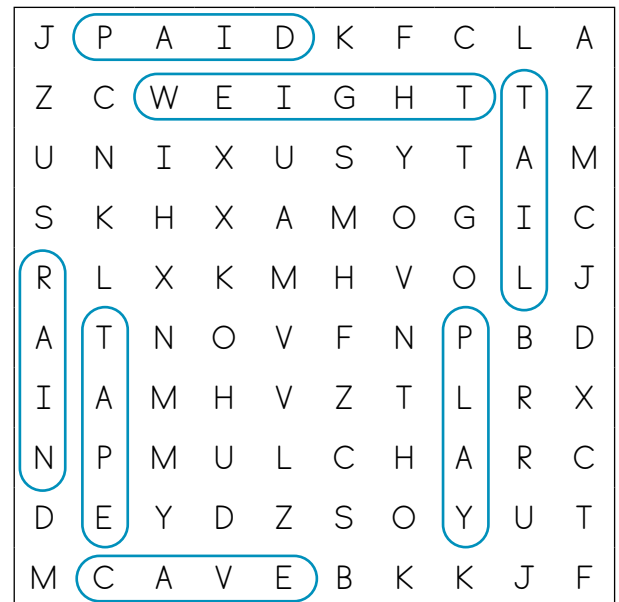
### Word Shapes; Lesson 5, Page 20

1. hum
2. bud
3. run or sun
4. cup
5. sun or run
6. cub
7. until

### Word Search; Lesson 2, Page 14



### Word Search; Lesson 6, Page 22



### Word Shapes; Lesson 3, Page 16

1. give
2. rib
3. fin
4. kid
5. sit
6. lip
7. twin

### Word Shapes; Lesson 7, Page 24

1. me
2. Pete
3. key
4. field
5. bee
6. meat
7. lady

### Word Shapes; Lesson 4, Page 18

1. mom
2. pot
3. mop
4. dog
5. sob
6. fox
7. hot

### Word Shapes; Lesson 8, Page 26

1. kind
2. kite
3. light
4. pie
5. iron
6. sky
7. child

## Grammar & Reading Answers

### Let's Read a Story!; Lesson 1, Page 86

1. My dad has a cab.
2. A cat is on the cab.
3. My dad has a map in his cab.
4. My dad ran to the cab.
5. A ram is in the cab.
6. The ram ate the map.
7. My dad is sad.

### Let's Read a Story!; Lesson 2, Page 88

1. While I was in bed, I wrote a note with a pen.
2. I sent it to my Aunt Karen.
3. She said yes to camping with me.
4. I had to promise that a spider would not make a web in our tent.
5. She will have to fly to Maine in a jet.

### Let's Read a Story!; Lesson 3, Page 90

1. My twin bit his lip when he saw the shark fin.
2. I told him to sit still and give the shark time to swim away.
3. Soon, my elbow jabbed into his rib.
4. He sure likes to kid. If he is afraid of the toy shark, he can just get out of the pool!

### Let's Read a Story!; Lesson 4, Page 92

1. My mom found a map when she saw a fox.
2. She ran out and tripped over the dog.
3. The fox ran off as she started to sob while holding her aching arm.
4. She quickly got up since she had a pot of hot soup on the stove.
5. Does that fox know the trouble he caused?

### Let's Read a Story!; Lesson 5, Page 94

1. As I drank my warm cup of tea, I watched the rising sun light up the flower bud.
2. I heard the hum of a tiny bird.
3. A bear cub poked its head out of the woods until it was startled by a car.
4. It began to run back to its mother, only to stop to study a butterfly.

### Let's Read a Story!; Lesson 6, Page 96

1. We paid for backpacks with a weight light enough to carry.
2. The first aid kit had gauze and tape.
3. Before long, it began to rain.
4. We went into a cave to stay dry.
5. We began to play a game of charades.
6. We all ran when my brother saw a long tail in the back of the cave!

### Let's Read a Story!; Lesson 7, Page 98

1. Pete and I met in a field to play, but he stepped on a bee!
2. A lady pulled out a key and ran to her car to get a first aid kit.
3. Pete asked me to pray for him while she pulled out the stinger.
4. Soon, we smelled meat on the grill.
5. We will play catch another day!