

# PARAGRAPH PRACTICE

*with*

EGYPTIAN  
MYTHS

SAMPLE



DREW CAMPBELL

## Lesson 3

### Checklist

- Read the Study Notes for this lesson.
- Review “Discovering the Myths” on pages 122-123 of the text.
- Review the vocabulary from Lesson 2.
- Complete the dictation.
- Complete the writing assignment.

### Study Notes

In the last lesson, we focused on how the ancient Egyptians used art to depict their gods. Today, we’ll learn more about the different forms of writing used in ancient Egypt.

### Vocabulary

*Review the vocabulary from Lesson 2.*

### Dictation

*Use this section to write your dictation.*

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## Writing

In the last lesson, we saw that it can be useful to make notes when writing a paragraph. After all, it's a lot easier to write if you know in advance what each sentence should say! Today, I'll show you another way to prepare for writing a paragraph. It's called a Single-Paragraph Outline, or SPO for short. Here's an example of a blank SPO:

<b>Topic Sentence</b>	
<b>Body Sentences</b>	1. 2. 3.
<b>Concluding Sentence</b>	

As you can see, it has spaces for all of the parts of a paragraph. In the body sentences section, you can make notes about what you want to write about in each sentence.

Let's try completing an SPO now. Read the information on page 122 of *Egyptian Myths* about the three types of writing used by the ancient Egyptians. What were they called, and what were they used for? List that information in the SPO below.

### SPO: Ancient Egyptian Writing

<b>Topic Sentence</b>	The ancient Egyptians used three different alphabets to write.
<b>Body Sentences</b>	1. _____ 2. _____ 3. _____
<b>Concluding Sentence</b>	Deciphering these alphabets allowed scholars to understand more about the lives and myths of the ancient Egyptians.



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### Study Notes

*Read the Study Notes in the Student Worktext with your student.*

### Reading

*Review the reading with your student, focusing on page 122.*

### Vocabulary

*Review the vocabulary from Lesson 2.*

### Dictation

*Before delivering the dictation, review the spelling of hieroglyphs, and be sure your student knows that demotic refers to an alphabet used by the ancient Egyptians for day-to-day writing (see page 122).*

**The inscription on the Rosetta Stone contains the same message in hieroglyphs, demotic, and ancient Greek.**

## Writing

### *Paragraph Structure: Single-Paragraph Outline (SPO)*

This lesson builds on the last two by introducing the Single-Paragraph Outline, or SPO, a type of graphic organizer that helps students note and arrange their thoughts before writing. Students are asked to complete an SPO based on information on page 122 of today's reading and then to compose a paragraph using the SPO. The completed SPO should look like this (student work appears in **bold type**):

#### SPO: Ancient Egyptian Writing

<b>Topic Sentence</b>	The ancient Egyptians used three different alphabets to write.
<b>Body Sentences</b>	<ol style="list-style-type: none"><li><b>1. Hieratic - everyday writing</b></li><li><b>2. Demotic - everyday writing</b></li><li><b>3. Hieroglyphs - public monuments and tombs</b></li></ol>
<b>Concluding Sentence</b>	Deciphering these alphabets allowed scholars to understand more about the lives and myths of the ancient Egyptians.

A completed paragraph might look like this:

#### **Ancient Egyptian Writing**

**The ancient Egyptians used three different alphabets to write. First was the hieratic alphabet which was used for everyday writing. Second was the demotic alphabet, which was also used for day-to-day writing. Third were hieroglyphs, used on public monuments and tombs. Deciphering these alphabets allowed scholars to understand more about the lives and myths of the ancient Egyptians.**

SPOs are a useful tool for planning informational or expository paragraphs. They help students get past “blank page syndrome” by making the content of each sentence clear. You’ll find a blank SPO on page 52 that you can copy and use with your child for other writing assignments.