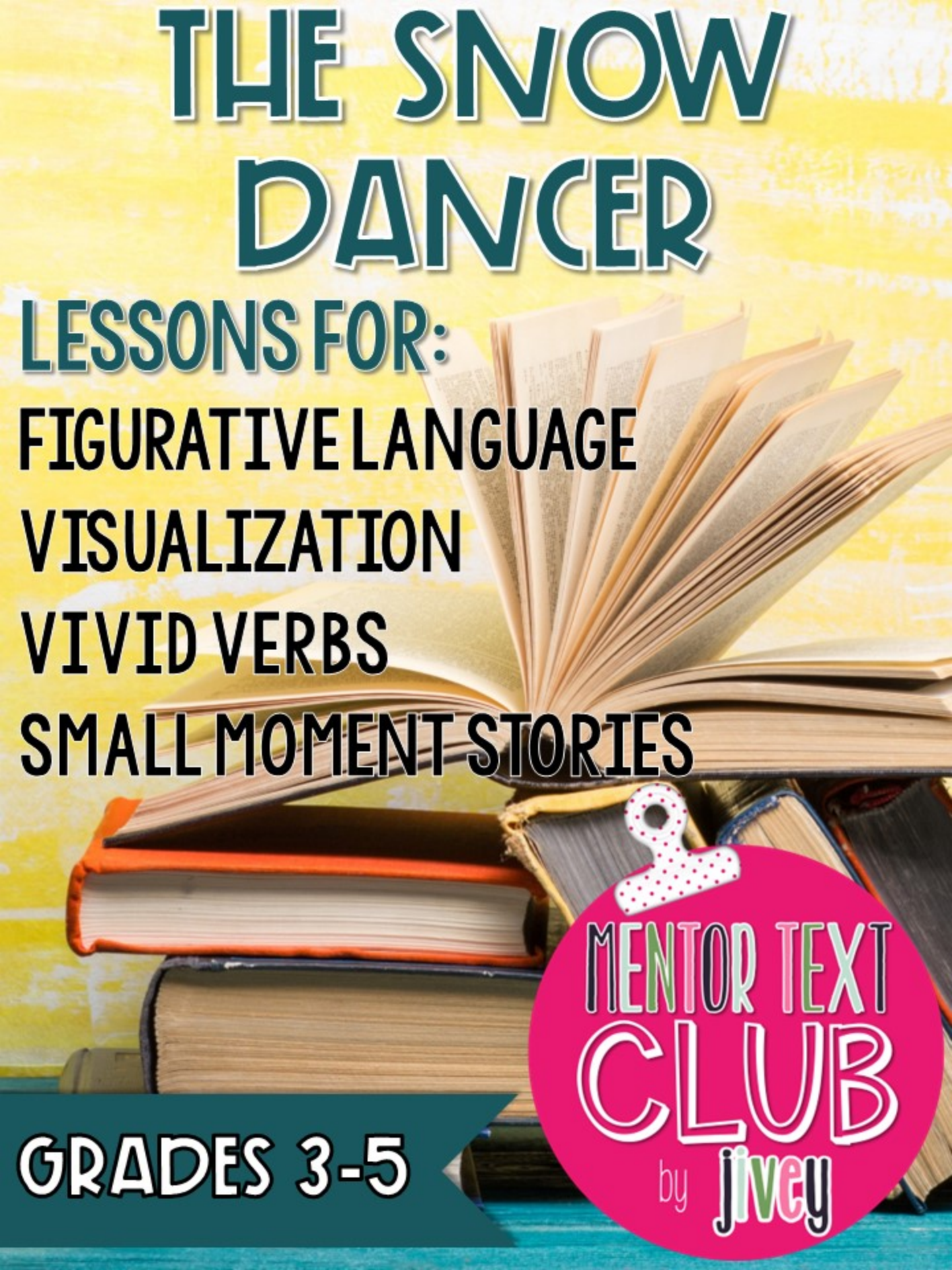
THE SNOW DANCER

LESSONS FOR:

FIGURATIVE LANGUAGE
VISUALIZATION
VIVID VERBS
SMALL MOMENT STORIES



MENTOR TEXT CLUB by jivey

GRADES 3-5

Seasonal Mentor Text Club

Using mentor texts is one of the best ways to maximize your teaching time. You are able to teach multiple skills, subjects, and topics with just one book!

You will notice that this unit aligns in best practices with my other resources, so it can easily be incorporated into your plans without breaking stride.

With the seasonal mentor text club, you'll get a unit just like this one every other month during the 2022-2023 school year for less than $3 a month!

You'll also get exclusive opportunities like giveaways of the book used for the lessons, surveys to provide input on what books and skills you'd like to see incorporated, and immediate email notifications when each new unit is available. Plus, a bonus lesson is included that won't be available anywhere else!

JOIN THE CLUB

If you purchased this as an individual unit, it's not too late to join the club! Purchase the club membership bundle, then email me the receipts for your individual purchase and the bundle purchase at ideasbyjivey@gmail.com. I will happily refund you the price you paid for the individual unit!

Happy reading! -Jivey

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Digital Learning Links

NOTE: The original purpose of the lessons in the Mentor Text Club were for **direct** **teach** **stru** The ns on't d sl to digital le ning envir ner ou I h verted e a vities Slic and For s as I w s able.

PREVIEW

These files are for the use of one classroom only and should not be placed on public web pages or other sharing forums.

Before clicking any of the links in this file, it is important that you are signed into the Google Drive that you will use to share the files with your students.

PREVIEW

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PREVIEW

Visualization: Mentor Text

Vivid Verbs: Mentor Text

Figurative Language

Wi Poe sse t

Mentor Sentence Student Page

Mentor Sentence Assessment

Simile Activity

t rganizer

S all nt

PREVIEW

You'll need: The Snow Dancer by Addie Boswell

	READING	GRAMMAR	WRITING
DAY ONE	Read The Snow Dancer for	Show students the mentor	Students will identify small
DAY TWO	Students will show how the story was organized on the same organizer they will use to plan their own story.	Students identify the functions of the words in the sentence. Use the interactive activity to teach/review focus skill of similes.	Students will draw a small moment and describe/label the picture.
DAY THREE			
DAY FOUR	Students will analyze figurative language from the book.	Discuss how the sentence can be imitated. Share the example and note the differences. Students should imitate the sentence and share.	Students will draft their small moment story. **may take more than a day**
DAY FIVE			

PREVIEW

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MENTOR SENTENCE

Core Anchor Standards: L.1, L.2, L.3, L.5, W.5	Duration: 15 MINUTES DAILY

Objectives: Students will notice grammar and conventions, revise, and imitate a mentor sentence to apply their writing.

Materials Needed:
Mentor Text (The Big Dance)
Mentor Sentence Lesson
Student Notebooks

If you are new to using mentor sentences, I encourage you to visit my website to read about and see videos on the implementation and how to easily get started with them: MASTER MENTOR SENTENCES

Actions: Each day, students will work with a mentor sentence in a different way in their notebook. Discussion is where the learning happens- this should not be center or independent work! Students will notice what is RIGHT about a sentence (rather than looking at a sentence full of mistakes) to apply what they see to their own writing.

Day 1: Students should share what they notice about the sentence that makes it an excellent sentence. Don't worry if they don't notice all the things I have listed, but point out the simile if they don't notice this literary focus.

Day 2: Students should identify the function of the words in the sentence. How do the words help the reader understand what the author is communicating? Don't worry if they can't label every single word in the sentence.

Day 3: Students will revise the mentor sentence by adding or changing words without changing the meaning of the sentence.

Day 4: Students will imitate the mentor sentence by keeping the style and structure but writing about what they would like to write about. Be sure to share the example first and allow the students to notice what is the same and different from the original.

Day 5: Students will share what they have worked with in editing assessment.

PREVIEW PREVIEW PREVIEW

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Monday - possibilities of things to notice
*simile – the soccer field compared to a stage
past tense
noun used as descriptor – soccer
simple sentence
vivid verb - gleamed

Tuesday - la… nce
The, a – artic…
soccer, giant … ject…
field, stage –
gleamed – ve…
like – prepos…

The soccer field gleamed like a giant stage.

complete subject
simple subject

complete predicat
simple predicate

Wednesday - possibility of revised sentence

The empty soccer field gleamed like a massive stage.

(added adjective, changed adjective)

Thursday - possibility of imitation sentence

The winter wind howled like a lonely wolf.

The soccer field gleamed like a gia… sta… .

~ The Snow Dancer

The soccer field gleamed like a giant stage.
~ The Snow Dancer

The soccer field gleamed like a giant stage.
~ The Snow Dancer

The soccer … nt st… .
~ The S… w Da…

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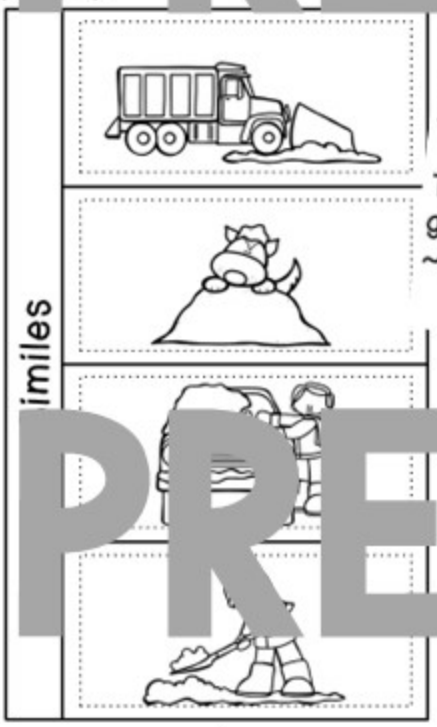
The Snow Dancer

Similes compar… using … ke" o… t…
being compare… different fro… her, but t… he reader …
image in their m… Cut out the o… ut glue… d the left …
across so there … four flaps. W… s… nder … flap about …
picture on top … flap.



imiles

The soccer … nt stage.
~ The Snow …

The soccer f…
giant stage.
~ The Snow D…

The soccer field gleamed like a giant stage.
~ The Snow Dancer

The Snow Dancer

Name: Answer Ke… Da…

Learning Asses…

The soccer field gleamed like a giant stage.

1. Circle 4 mistakes in the sentence. Rewrite the sentence correctly:

The soccer field gleamed like a giant stage.

2. What two things are being compared in the mentor sentence?

soccer field — giant stage

Tell what two things are being compared in these sentences:

3. The sun shone like a giant spotlight.

sun — giant spotlight

4. Sofia leaped like a snow rabbit.

snow rabbit

5. The s… ball lan… with a splat li… dropped e…

s… ball

6. Write … own s… comparing two …

Th… re… like a … et.

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PREVIEW

VISUALIZATION: MENTOR TEXT

Core Anchor Standards: RL.2, RL.4	Duration: 45 MINUTES

Objective: Students will interpret the language in the story for visualization.

Materials needed:
The Snow Dancer
Visualization activity

Actions: Tell students that the book you'll be reading is a "small moment" story – it takes place in a very short amount of time and the author stretches the event into a story by providing a lot of details to help you feel as though you are there.

This means the author must use a lot of vivid language that helps the reader make pictures in their mind or feel like they can use their senses. Give students the visualization activity, then read the first two pages of The Snow Dancer to the students without showing them the book. You might even have students close their eyes to see the images that form as you read. Students should draw and/or describe what they visualize for the phrases provided. Allow them to discuss what they drew from the illustration.

Let students know that for you reading the book with the author use of words and phrases in the story to help us not only to visualize, but also to be descriptive and make the story more interesting. One way to do this is to use onomatopoeia. (Review onomatopoeia with students if needed- likely, they are familiar with it at this age.) Ask students why an author would use onomatopoeia. *It helps the reader hear what is happening in the story, making it more descriptive.*

Ask students if they have ever walked in the snow before. Ask them to describe what it sounds like. Then play the video and have students listen for what onomatopoeia they would use to describe the noise: https://www.youtube.com/watch?v=ZUiCFZ[illegible]CcA (especially if you do not live in a snowy place).

Instruct students to listen and silent signal for the onomatopoeia as you finish the story. Stop and talk about a few of the examples of onomatopoeia and what they represented.

PREVIEW PREVIEW PREVIEW

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Name: Suggestions _____ Date: _____

The Snow Dancer

What do you visualize about these phrases describing the snowflakes falling?

PREVIEW

From The Text, The Snow Dancer	What I Visualize
frosting the rooftops	soft, smooth snow covering the top of a house like frosting on a cupcake
fluffing the sidewalks	soft, fluffy snow like pillows covering the hard cement
laying fuzzy hats on the fire hydrant	pieces of snow sitting on top of the fire hydrant

PREVIEW

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IDENTIFYING SMALL MOMENTS

Core Anchor Standards: W.3, W.5	Duration: 30 MINUTES

Objective: Students will show [illegible] story i[illegible]

Materials Needed:
The Snow Dancer by Addie Boswell
Chart paper

Actions: One of the biggest "problems" students often have when writing a narrative story is spending too much time on the beginning- the parts that don't really matter- and not enough time on the middle- the interesting part!

Point out how the mentor text focused on one short period of time - the time from when Sofia woke up to when the rest of the city woke up. ***If you have access to the book, Ro[illegible]ste[illegible] Mar[illegible]ee, this is r[illegible]ea[illegible]le of this! It's short, so you could read it quickly and discuss how the author took the memory of going to an amusement park and scaled it down to the roller coaster grade- which now only lasts a couple minutes!*

Brainstorm memories with students on chart paper. Start with a broad memory and then drill down to identify the small moment.

Some ideas for brainstorming if students need suggestions to start:
going on vacation -> going to the beach -> going surfing for the first time
being in fifth grade -> competing in the spelling bee -> winning the spelling bee
getting a[illegible]ch[illegible]a p[illegible]py
getting a[illegible]ew[illegible]bli[illegible]-> see[illegible]baby [illegible]t[illegible]first [illegible]me
visiting w[illegible]n grand[illegible]- bak[illegible]g cookies [illegible]her

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STORY ORGANIZATION

Core Anchor Standards: RL.2, W.3, W.5	Duration: 30 MINUTES

Objective: Student will show [illegible] story in [illegible]

Materials Needed:
The Snow Dancer by Addie Boswell
Blank paper OR Small Moments Organization sheet included

Actions: One way to help students see how good authors organize writing is to use the same organizer they will use to plan their story for plotting a book.

I have included a printable organization sheet, but this can easily be done with a piece of blank paper (save your ink!) by folding the paper so that the edges touch in the center. (You want the middle portion to be larger, so not really a trifold, but more like a shutter [illegible]

Ask questions to help guide the students:

- What were the small moments that the author wrote about? (These would be the middle of the story.) ***In this book, the author wrote about a few small moments rather than only one, so you may need to point this out to students to avoid confusion for the future assignment.***

- What happened at the beginning? the end? (Point out the way that in the beginning of our mentor text, Sofia woke to snow and bundled up to walk through her neighborhood. The author didn't tell us how she got out of bed and brushed her teeth [illegible] warm - this [illegible] stretching in the beginning, which students often do.)

Summarize - don't [illegible] details from the [illegible] help them when it's time for them to plan so they don't try to draft instead! (See my example.)

PREVIEW PREVIEW PREVIEW

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BEGINNING	MIDDLE	END
Sofia w e up o the sn	Sofia got to th aw that no one else ha walked through t w on the soccer field.	egan to wake.
She p on clothes and l t h h e early, while ver ne se was still sleeping.	She danced th th snow alone until other children appeared.	T nts called the ch en home.
She wal ugh her neighborh d.	One of the ch dren ool nterest in her, and the two of the ced together.	So ar her new friend said g dbye with a urtsy.
	All the children had a snowball fight.	Sofia cur ed up at home.

PREVIEW

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DRAW SMALL MOMENT

Core Anchor Standards: W.3, W.5	Duration: 45 MINUTES

Objective: Students will draw their main event from their small moment story.

Materials Needed:
Blank paper OR Small Moment Organizational sheet included

Actions: Using the same method as the lesson for summarizing the beginning, middle, and end of The Snow Dancer, students will plan their own small moment story.

Guide students to start on the "middle" first as this will be the main event. They could choose from the brainstormed list or think of something new. Rather than only writing the details though, like in the story summary lesson, have them draw as much as they can remember about one moment. This will help with being descriptive, as well as pinpointing the one event they will stretch. Remind them they can only draw ONE moment (not a collection).

For example, if they are playing at the beach, their small moment drawing cannot be catching a crab AND playing in the waves AND building a sandcastle. ***Because the author actually had multiple events in the book- dancing in silence, dancing with the little girl, and then the snowball fight- you COULD have them divide their middle section and draw more than one moment, depending on how much practice they have had with writing narratives... I just find it's a bit easier to get them to truly describe in detail only ONE event.*

Once they have drawn their moment, they should label parts of the scene with as many descriptive words as they can think of. This will help them in their drafts to describe with language. You could also encourage them to think of onomatopoeia for their illustrations and write it in the scene as well.

PREVIEW

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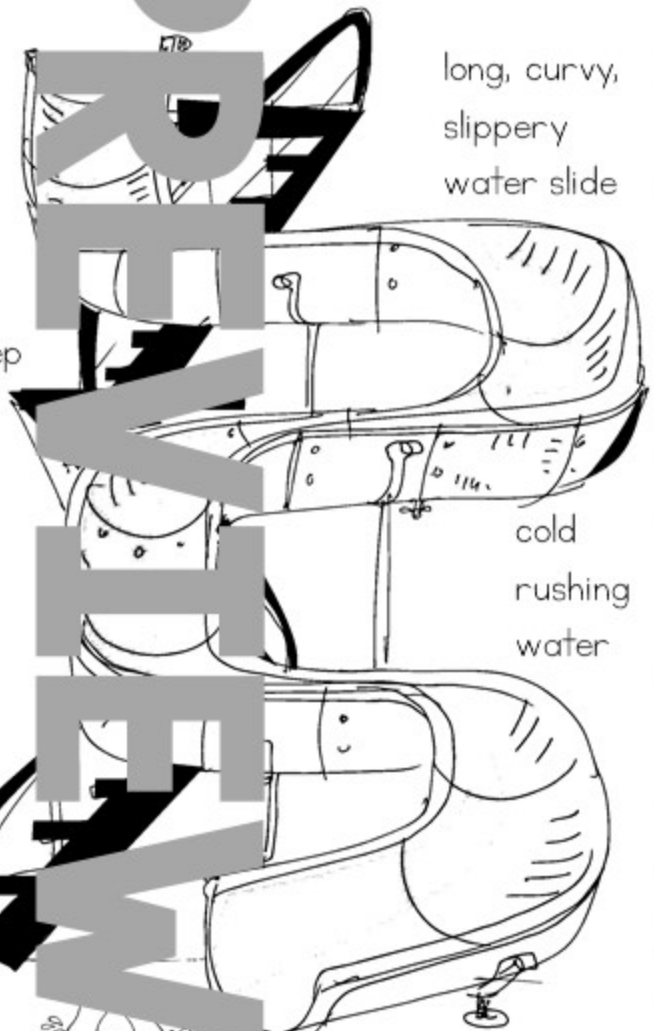
SAMPLE

BEGINNING

MIDDLE

Great Bear Water Park

hot summer day



long, curvy, slippery water slide

50 steep steps

cold rushing water

scared and nervous

bright pink swimsuit

brave brother

SPLASH!

END

PREVIEW

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VIVID VERBS: MENTOR TEXT

Core Anchor Standards: RL.1, L.3, L.5, W.8	Duration: 25 MINUTES

Objective: Students will identify words and phrases used for effect, as well as shades of meaning.

Materials needed:
The Snow Dancer by Addie Boswell
Vivid Verbs activity

Actions: Give students the vivid verbs activity first and let them know their purpose for the re-read of the book is going to be to listen for the way the author used verbs to tell us how Sofia and the children move in the story.

As you read the story again, students should write down the vivid verbs they hear for the way the characters move in the story. (You might stop and ask students to share what the[y] [h]ave [w]ritten [s]o [f]ar [a]nd [h]ow [m]any [s]tudents to [h]ave them jotted down, [t]oo.)

Guide students to [r]eflect [o]n the vivid verbs [t]hey [h]ave [s]hown in shades of meaning. Students could also work on this with a partner and defend their reasoning.

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Name: Suggested Answers Date: _____

The Snow Dancer

What verbs did the author use to **show** how Sofia and the children moved in the story?

Vivid Verbs

flew

fell

skated

leaped

made patterns

danced

cannonballed

hopscotched

slid

twirled

drew lines

skipped

swirled

PREVIEW PREVIEW

Choose words from your collection above that mean "jumped" and place them on the arrow from least to most intensity. Explain your reasoning below.

PREVIEW

When you hopscotch, you take tiny hops which are smaller than jumps. When you leap, you go much higher and further than just jumping. And in a cannonball, you go the farthest because you jump high and then fall.

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ORGANIZE SMALL MOMENT

Core Anchor Standards: W.3, W.5	Duration: 30 MINUTES

Objective: Students will organize their ideas for their small moment story.

Materials Needed:
Blank paper OR Small Moment Organization Sheet partially completed
Completed Vivid Verb Activity

Actions: Students should take out their small moment drawing.

Direct students to think of what happened immediately before their main event. Remind them of the way the book kept things very precise leading up to the main event, not a laundry list of things that happened before it. Have them write - NOT DRAW - a few details down.

Repeat the question for the end as well. What happened immediately AFTER the main event? Point out how the mentor text author wrapped up with only a few details. The author didn't say she took off her snowsuit, clothes, and steps of how she made her mug of cocoa. They should also write those few details down.

Now, direct students to think of as many vivid verbs as they can to describe actions in their own small moment story. They can use the list from the mentor text to help, and then list them right on their organizer in the section it would occur.

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SAMPLE

BEGINNING

Mom told u[illegible]ve w[illegible]re going to the w[illegible]park.

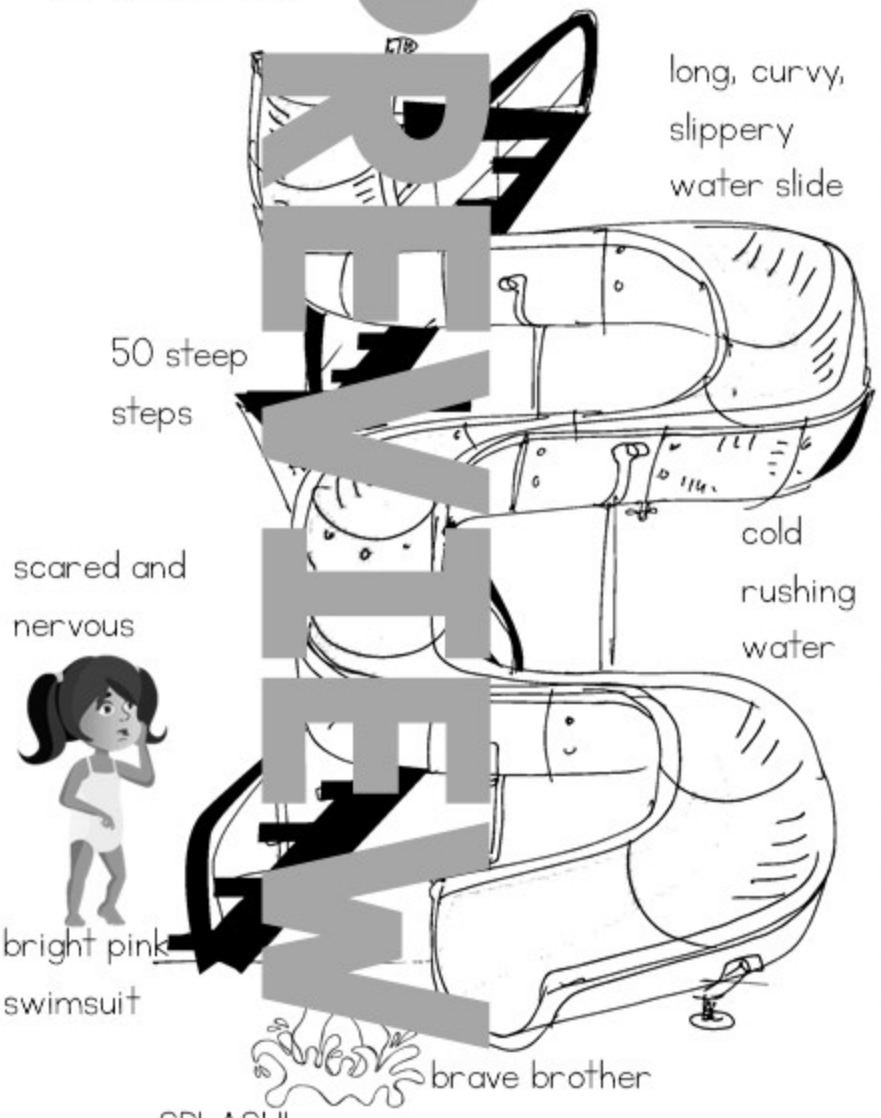
I pu[illegible]y sw[illegible]nsuit.

My b[illegible] me in the [illegible] fo[illegible]ein[illegible] wimp and never sliding on the [illegible]lide.

MIDDLE

Great Bear Water Park

hot summer day



long, curvy, slippery water slide

50 steep steps

cold rushing water

scared and nervous

bright pink swimsuit

brave brother

SPLASH!

END

I [illegible]a [illegible]much I wanted [illegible]gain and again.

[illegible]rot[illegible] high-fived me.

[illegible]to get in line to [illegible] again.

PREVIEW

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FIGURATIVE LANGUAGE: MENTOR TEXT

Core Anchor Standards: RL.1, RL.4, L.4	Duration: 20 MINUTES

Objective: Students will determine the meaning of figurative language from the book.

Materials Needed:
The Snow Dancer by Eddie Boswell
Figurative Language Activity

Actions: Remind students of the simile from the mentor sentence lesson, and how it compared two things (the soccer field to a stage). Discuss why a giant stage was chosen as the comparison (because she is a dancer) and not something else that gleams. You could even have students suggest what else gleams that could have gone in the sentence.

Tell students that today, they will be working to explain the meaning of some other figurative language from the story. If you have not worked on figurative language yet, review the unit with them. Explain that these are common in books, featured at the top of the activity. Remind students that authors use figurative language to help you create a picture in your mind.

Work together to analyze each of the sentences, or allow students to work with a partner or in groups to determine the meaning as well as decide which type of figurative language is in each sentence.

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Name: ANSWER KEY Date: _____

Figurative Language

Simile: compares one thing to another using "like" or "as"

Hyperbole: exaggeration that shouldn't be taken literally

Personification: describing something that is not human with human abilities

PREVIEW

From The Text, The Snow Dancer:	Name The Figurative Language:	What Do You Think It Means?
Her voice hung in the still air.	personification OR hyperbole could be large	Everything was so quiet, her voice was all that could be heard
Her city had disappeared.	hyperbole	The snow was covering everything.
The sun shone like a giant spotlight.	simile	The sun was shining brightly.
A silence fell over the park.	personification	Everything suddenly got very quiet.

PREVIEW

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DRAFT SMALL MOMENT

Core Anchor Standards: W.3, W.4	Duration: 45 MINUTES

Objective: Students will draft a small moment story.

Materials Needed:
Completed Small Moment Organizer
Figurative Language Activity

Actions: Using their organizer, students should draft their small moment story. Remind them to keep the beginning and ending "short and sweet" so that the biggest and best part of the story happens in the middle.

While they are drafting, also encourage them to find a place to include a sentence with figurative language. It could be another imitation of the mentor sentence, or it could be an imitation of a sentence from a finished example. (I highlight these parts purple on my sample draft!)

This may take more than one day. Please don't rush the drafting process, but instead carry the drafting and publishing into the following week!

PREVIEW
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PREVIEW

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Name: SAMPLE _____ Date: _____

I was eating my breakfast when Mom told us the news.

"Put on your swimsuits, kids! We are going to Great Bear!"

"Race you to the top!" said my brother, Dexter. He beat me upstairs, like always. He stuck his tongue out at me as we ran to our room and decided I would ride Dexter's hair today. Great Bear Water Park was my favorite place to swim! I especially loved the splash pad fountains.

After I put on my pink swimsuit and matching flip-flops, I went straight to the car. Mom, Dexter, and I got in and set off for Great Bear.

"You going to do more than splash in a puddle today, sis?" Dexter asked. "Or will today be the day you slide down Goliath?"

"Dexter, quit badgering your sister. She will get on the slide when she's ready."

When we got into Great Bear, I ran straight for the splash pad. SQUISH SQUISH Oops! I forgot to take off my shoes first! I ran back to where I had stashed my bag and flung my shoes under a bench. Suddenly, over Mom's shoulder I saw Goliath. The stomach-dropping little flip it made me gulp. Dexter saw his chance to taunt me again. "Oh come on! Don't be a wimp! I'll go first and show you how easy it really is."

I decided maybe today was the day I could be brave. I took a deep breath. "Fine. I'll go."

Mom and Dexter both looked at me very surprised. "Are you sure? You don't have to do anything you don't want to do." Mom said.

"I don't want to. Let's go. Fine I love you."

My heart pounded out of my chest as I followed my brother to the set of steep steps that we would have to climb to get to the top of the water slide. I definitely didn't be[illegible]cing [illegible]ot [illegible]THO[illegible]os.

PREVIEW PREVIEW PREVIEW

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ASSESS COMPREHENSION

Core Anchor Standards: RL.1, RL.4, RL.5, L.4, L.5	Duration: 20 MINUTES

Objective

Materials Needed:

Winter Poem and Assessment

Actions: Have students complete the assessment independently using the poem.

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WINTER

by Dorothy Aldis

The [illegible]
Like frosted cakes—
All covered up
With cold snowflakes.
The horses' hoofs
Scrunch on the street;
Their [illegible]
Are white with frost.
And everywhere
The people go—
With faces tickled
By the snow.

PREVIEW

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Name: ANSWER KEY Date: _____

Answer these questions about the poem, *Winter*.

1. Is this poem written about present day? How do you know?

It is n[illegible] en[illegible] Hor[illegible] n[illegible] used[illegible] or[illegible] or[illegible]

***This[illegible] be[illegible] n s[illegible] ces[illegible] h[illegible] e hors[illegible] are[illegible] r p[illegible] e[illegible] u may accep[illegible] that it [illegible] in[illegible] es[illegible] t day if th[illegible] an su[illegible] t th[illegible] reason**

2. Identify the simile in the poem and write it below:

The street cars are like frosted cakes

What two things are being compared?

street cars cakes

3. Wh[illegible] ve[illegible] ir[illegible] he[illegible] [illegible] emonst[illegible] es[illegible] erson[illegible] catio[illegible]

a. [illegible]ered scru[illegible]h

c. go d. [illegible]ickled

4. Add onomatopoeia to make these verses more descriptive:

The horses' hoofs

Scrunch on the street CLOP CRUNCH (answers will vary)

5. Revi[illegible] [illegible]rb [illegible] po[illegible] [illegible] a m[illegible]re v[illegible] [illegible]

Write[illegible] se[illegible] [illegible]e [illegible]rb [illegible]ov[illegible]

The p[illegible]le dash[illegible]c[illegible]y/[illegible] [illegible] (ans[illegible]s wi[illegible])

PREVIEW PREVIEW PREVIEW

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REVISE AND PUBLISH SMALL MOMENT

Core Anchor Standards: W.3, W.4, W.5	Duration: 45 MINUTES

Objective: Student will revise and publish their small moment story.

Materials Needed:
Completed Small Moment Organizer
Small Moment Checklist
Paper or computer for publishing

Actions: Before students publish their small moment story, they should take time to revise their writing and be sure they have included vivid verbs (can any of their verbs be changed to be more exciting or descriptive?), onomatopoeia (what sounds would add to their story?), descriptions from their organizer (can they add any adjectives to the sentences to help us visualize them more?), and at least one example of figurative language. Provide revision time on [illegible].

Provide students the checklist to help them be sure they included all important parts of their writing piece.

PREVIEW
PREVIEW
PREVIEW

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Name: SAMPLE p. 2 _____ Date: _____

With each step, my feet felt like lead. My legs began to feel wobbly as we **approached** the halfway point. The riders would scream with glee as they raced down, **sloshing** water over the side. Everyone looked like they were having [illegible], especially my [illegible] who was [illegible] even [illegible] the slide yet! He was [illegible] each person that **slid** and [illegible] curves.

When we [illegible] **reached** the [illegible] of all fifty steps (I counted them), I could see the rushing water spraying over the top of the slide. Dexter sat down at the edge and looked back at me. "See you at the bottom!" And then he was gone.

That meant it was my turn. I sat down with shaking legs and a lump in my throat the size of a boulder. I knew it was now or never, because there was a line of people waiting behind me.

I took a deep breath, **pushed** myself, and [illegible] down the slide. The cold water rushed over my stomach and made me gasp. I hit one of the curves and it felt like I was going to fly right off. I opened my eyes just as I [illegible] like a barrel popped out of the tube for the side of the slide to the other. A laugh escaped my lips and I realized I was actually having a lot of fun!

As I **rounded** the last curve, I could see my brother waiting for me on the other side of the pool. I shot off the end of the slide like a torpedo and grabbed my nose right before I **cannonballed** into the water with a giant SPLASH. When I came up, Dexter was staring at me in anticipation.

"[illegible]!" I [illegible]. "Let's [illegible]!"

"Race you to the top!" Dexter [illegible] **dashed** for the steps.

I was so excited to slide down again, I didn't even care [illegible] me.

PREVIEW PREVIEW PREVIEW

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Name: _____ Date: _____

SMALL MOMENT CHECKLIST

- ❑ use one point of view to tell the story
  - ❑ use consistent pronouns
- ❑ set the scene to share characters and setting
  - ❑ use descriptive language
  - ❑ use vivid verbs
  - ❑ use figurative language
- ❑ sort words in sequence
  - ❑ describe events and experiences
  - ❑ beginning and end aren't lists
  - ❑ use transition words and phrases
  - ❑ small moment is the main event
- ❑ edit for errors
  - ❑ correct capitalization and punctuation
  - ❑ check for complete, varied sentences

PREVIEW

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Small Moment Rubric

	EXCEEDS	MEETS	DOES NOT MEET
Ide	Sto y is fo ed and stays on consis	St is dev ed and mo ly stays to topic Supporting details are provided (may be listed)	Sto is not dev ed and doe t to topic No supporting details are provided
Organization	Beginning and ending are included without excessive details/lists an e nd t unf n ally	Beginning and ending are included but may include too many details Or ze se th s most derly	Beginning and ending list too many details that takes away from the main event La organizati f events so story is o of order
Style	Vivid ver an e language add to the story Descriptive details are shared Appropriate language to remain with one point of view	me vivid v s and gurativ ar included Some descriptive details are shared Language mostly expresses one point of view	Lacks v and figurative language Lacks descriptive details Language does not express a consistent point of view or is not appropriate for the task
Gram ar ar Conve ons	Handwriting is clear & legible N rror alization ar p n Sentence types are varied	Handwriting is mostly legible A error capit tion or punc ion me va nt types	Handwriting is illegible Ma errors in talization and p Only s nces used, or includes many fragments

PREVIEW PREVIEW PREVIEW PREVIEW

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