

Maths and Me: 1st Class – Short-Term Plan, Unit 17: Measuring 3 (May: Week 4)

Measures > Measuring.

Through appropriately playful and engaging learning experiences children should be able to compare, approximate and measure length, weight, capacity and area using appropriate instruments and record using appropriate units of measurement.

Lesson	Focus of Learning (with Elements)	CM	Learning Experiences	Assessment
1	Comparing and Ordering Area: Describes and discriminates between objects using appropriate comparative language (C); Compares and orders objects according to area by making direct comparisons (U&C)		D Notice & Wonder L1 D C Think-Pair-Share L1–4 D C Reason & Respond L1–4 C Comparing and Ordering Area L1	Intuitive Assessment: responding to emerging misconceptions
2	Measuring Area: Identifies the appropriate measurement instruments and units for a given situation (U&C); Collects and records measurement data in systematic ways (e.g. lists, tables) and compares results (C)		D Three-Act Task L2 C Measuring Area L2 D Concept Cartoon L3 C The Best Shape to Measure Area L3	Planned Interactions: responding to insights gleaned from children's responses to learning experiences
3	Square Units: Explains and justifies the necessity of selecting the same unit when comparing two things (R); Recognises that units of measurement can simplify communication about measurement (C)		Print resources Pupil's Book pages 105–107 Home/School Links Book page 37 PCMs 48–49, 59–61	Assessment Events: information gathered from completion of the unit assessment in the Progress Assessment Booklet page 28
4	Measuring Investigations: Identifies the appropriate attribute to measure for a given problem situation (A&PS); Selects and uses appropriate procedures, measures and equipment to measure attributes of length, weight, capacity and area (A&PS)			
5	Review and Reflect: Reviews and reflects on learning (U&C)			

Key: Elements: (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM:** *Cuntas Míoslúil*: please tick when you have completed the focus of learning. **Learning Experiences:** C concrete activity; D digital activity; P activity based on printed materials, followed by lesson numbers.

Additional information for planning

 Progression Continua	See '1st Class <i>Maths and Me</i> Progression Continua Overview' for a detailed breakdown of how all progression continua are covered.
 Maths Language	See '1st Class <i>Maths and Me</i> Maths Language Overview' and individual lesson plans and the Unit 17 Maths Language Cards.
 Equipment	See '1st Class <i>Maths and Me</i> Maths Equipment Overview' and individual lesson plans.
Inclusive Practices	- See Let's Strengthen and Let's Deepen suggestions throughout lesson plans - See Unit 17 Let's Strengthen Suggestions for Teachers. (These address the Common Misconceptions and Difficulties listed below.) - See Unit 17 Let's Strengthen PCM. - See Unit 17 Let's Deepen PCM.
Integration	See individual lesson plans.

Background and rationale

- This unit is a one-week block of content, located in May. The overarching theme of Measuring 3 is Picnic in the Park. The theme and images reflect a summer scene, providing a meaningful context to explore area and to make it relatable to the children.
- This unit focuses primarily on attributes of area, the only attribute of measuring not explored to this point. By the end of this unit, all the learning experiences in the progression continua pertaining to measuring will have been addressed, at least once, with many appearing in all three measuring units.
- In *Maths and Me*, we have incorporated a developmental progression that is both logical and appropriate to the class levels:
 - JI: Direct comparisons
 - SI: Reviews JI and introduces indirect comparison, i.e. using units to measure
 - 1st Class: Reviews SI and introduces measuring using square units
 - 2nd Class: Reviews 1st Class and introduces measuring using square metres.
- Using standard units for measuring is introduced in 1st Class and developed in 2nd Class. During 1st Class it is important that the children begin to appreciate that without standard units it is difficult to communicate measurements effectively and to compare the measurements of two or more objects.

The theme of this unit is **Picnic in the Park**.

Common misconceptions and difficulties

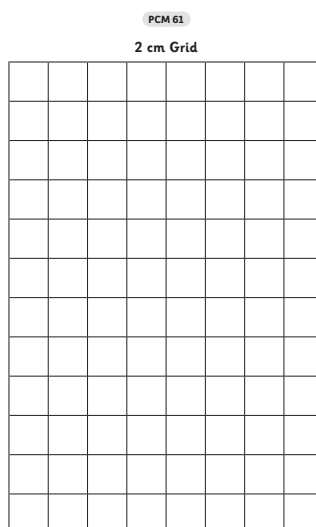
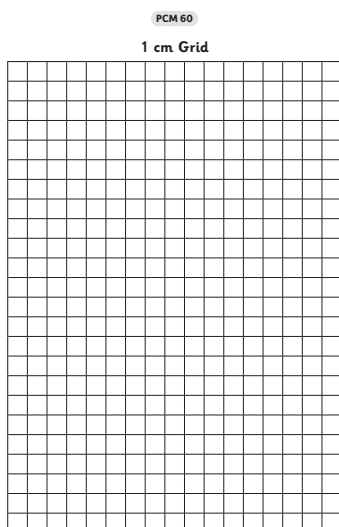
- The children may incorrectly assume a shape has a greater area if it is longer or taller. Encourage the children to compare the areas fairly, e.g. to align the starting points (such as a corner and two sides) when directly comparing the area of two objects that are proportional and/or by comparing the number of uniform units needed to cover both shapes.
- They may incorrectly assume that bigger objects are always heavy and smaller objects are always light.
- They may not understand that, for accuracy, when measuring using multiple non-standard units, the objects being used must: be of uniform shape and size; be laid side by side with no overlaps or gaps between them; fill the whole area/space inside the shape.
- The children may not realise that it is most efficient to use smaller units for measuring smaller areas, and bigger units for measuring bigger areas.

- They may not recognise the relationship between the size of units and the number of units needed to measure area (e.g. more smaller units than bigger units are needed to measure the area of the same object).
- They may confuse area (the space taken up by a flat or 2-D shape) with volume. For example: If asked to compare the area of a lid or box with sides, they may incorrectly judge the one with taller sides to have the greater area.
- They may not understand why squares are the best unit to measure area (i.e. they tessellate without gaps and, when rotated, they look the same and fit in exactly the same space).
- They may not recognise the 'conservation of area' (e.g. when 12 squares are rearranged to form different shapes, their area remains the same).

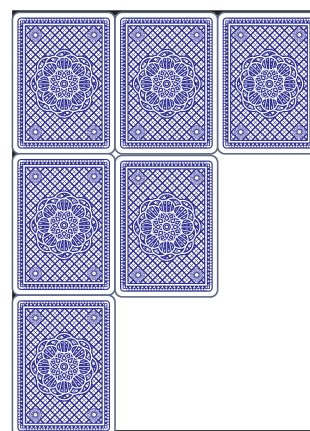
The Unit 17 Let's Strengthen Suggestions for Teachers address the common misconceptions and difficulties listed above.

Mathematical models and representations

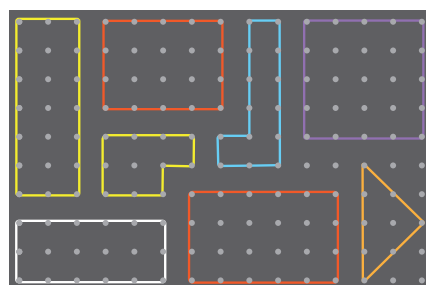
- Various 2-D shapes
- Square grid/dot grids
- Representations of pattern blocks and geoboards
- Representations of real objects (e.g. playing cards)



1 cm and 2 cm grids



Playing cards



Geoboard showing various 2-D shapes

Teaching tip

A Square Grid manipulative printable is available to support this unit. Click on the resources icon on the *Maths and Me* book cover on edcolearning.ie

Day 1, Lesson 1

Comparing and Ordering Area

Focus of learning (with Elements)

- Describes and discriminates between objects using appropriate comparative language (C)
- Compares and orders objects according to area by making direct comparisons (U&C)

Learning experiences

- D** Digital activity: Picnic in the Park
MAM Routines: Notice & Wonder, with Think-Pair-Share; Reason & Respond
- C** Concrete activity: Comparing and Ordering Area
- P** Pupil's Book page 105: Comparing and Ordering Area

Equipment

- Children's own lunchboxes
- Any available resources of various sizes, e.g. paper plates, library books, textbooks, copies, pieces of paper/cardboard, lids (jars, bottles, boxes, tubs, etc.), boxes, 2-D shapes, pattern blocks, tangram pieces, envelopes
- PCM 59

Maths language

- area, covers/has a greater/the greatest area, covers a smaller/the smallest area, greater than (>), less than (<), most/least

Warm-up



- D** Digital activity: Picnic in the Park
MAM Routines: Notice & Wonder, with Think-Pair-Share

Display the poster and, using Think-Pair-Share, ask:

- What do you notice?
- What do you wonder?

Record the children's responses to both questions on the board. Allow the children the opportunity to respond to (agree/disagree with or query) others' responses, but do not confirm or reject any of the ideas. Note any 'wonderings' that could become the basis for a subsequent maths investigation.

Main event



- D** Digital activity: Picnic in the Park
MAM Routine: Reason & Respond

Display the poster again. Explain to the class that the children in the picture are going to have a picnic in the park. They are in groups: a group of four, a group of six and a group of eight. Ask the children to answer the questions below and to give reasons for their responses (some of these questions may have already been answered in the warm-up).



- Which picnic table would be the best for the group of eight? Explain why.
- Which picnic blanket would be the best for the group of eight? Explain why.

- Which flower bed would be the best to plant the most bulbs? Explain why.
- Which picnic blanket covers the most space? Explain why.
- Which pond covers the most space? Explain why.
- Which picnic table covers the greatest area? Explain why.
- Which section of grass has the greatest area? Explain why.
- Which section of grass has the least area? Explain why.
- Which flower bed has the greatest area? Explain why.
- Which flower bed has the least area? Explain why.

C Concrete activity: Comparing and Ordering Area

Teaching tip

Lunchboxes link in with the theme of Picnic in the Park. Lunchboxes also provide a teaching opportunity for children who confuse area with volume (i.e. assume the bigger/deeper lunchboxes cover more space).

Ask the children to place their lunchboxes on the table. Initially, the children just observe. Ask:

- Which do you think covers the greatest area? Which do you think covers the least area? Explain why.
- How can you find out?

Allow the children time to work together to come up with an answer and a self-selected strategy to justify their answer.

- What did you find out?
- What strategy did you use to prove your answer? (If not suggested, demonstrate how each could be placed on top of each other, to prove that the greater covers the lesser or that the greater is still partially visible when the lesser is on top.)
- How do we ensure it is fair? (Similar to a common baseline in length, use a common starting point, e.g. place both together at a corner/side.)

Repeat this activity as required using other available resources; ensure that the items are of various sizes. It is not necessary for each group to work with the

same resource. Each group can work with a resource for a designated time and then change.

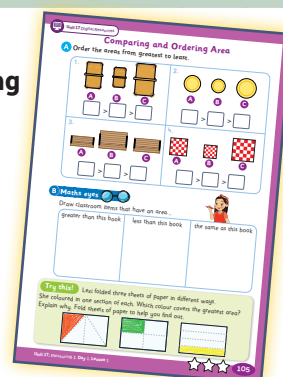
Let's strengthen

The children may still not understand that area is the space covered by an object. They could try tracing around the objects (e.g. with a non-permanent marker on the desk) to reveal and compare the spaces covered.

Let's deepen

Challenge the children to consider how they might compare objects where the dimensions are not proportional (e.g. rectangles). The children may begin to appreciate the need to be able to measure the area to compare objects that cannot easily be compared directly (see indirect comparison in the next lesson).

P Pupil's Book page 105: Comparing and Ordering Area



Try this! If necessary, provide a copy of PCM 59: Folded Pages for this activity.

Optional consolidation and extension possibilities

Printing Use a variety of print-making techniques to cover pieces of paper of various sizes (e.g. rubber stamps, 2-D shape sponges, handprints, etc). Ask:

- Should the handprints be with open fingers or closed?
- How are the various prints the same or different? Explain why.
- Count the number of prints required to fill each page.

Exploring Prints The children look at prints and respond to how the number of prints on wallpaper can be used as a measure of area.

Review and Reflect Use the Prompt Questions Poster.

STEM

- Build towers and buildings using various building bricks or other materials. Explore how the area at the base of the tower or building affects its overall stability.
- Design a park, playground or garden using squares and rectangles, then calculate how much space each area takes up.
- Use technology and apps like virtual pattern blocks and geoboards to explore areas and surfaces.
- Use technology such as Google Maps to look at aerial views of buildings in the school locality, compare their areas, and identify which have the greatest areas.

Compare these counts for the different types of prints. Explain the differences, if any.

Day 2, Lesson 2

Measuring Area

Focus of learning (with Elements)

- Identifies the appropriate measurement instruments and units for a given situation (U&C)
- Collects and records measurement data in systematic ways (e.g. lists, tables) and compares results (C)

Learning experiences

- D** Digital activity: Same But Different (9)
MAM Routines: Reason & Respond, with Think-Pair-Share
- D** Video: Brownies for the Picnic
MAM Routine: Three-Act Task
- C** Concrete activity: Measuring Area
- P** Pupil's Book page 106: Measuring Area

Equipment

- The same resources as Lesson 1 plus other available resources of uniform shape and sizes, such as playing cards, index cards, building blocks (e.g. building bricks), wooden blocks, copies, books, dominoes, sticky notes, envelopes, pages, sheets of paper

Maths language

- measure, unit, estimate, row, column

Warm-up



- D** Digital activity: Same But Different (9)
MAM Routines: Reason & Respond, with Think-Pair-Share

Play the slideshow and, using Think-Pair-Share, ask the children to propose reasons for why the images are the same and why they are different.

Main event



- D** Video: Brownies for the Picnic
MAM Routine: Three-Act Task

Play the video, which shows brownies being placed in a box.

Act 1: Notice & Wonder

Using Think-Pair-Share, ask:

- What do you notice?
- What do you wonder?

Record the children's responses to both questions on the board. Allow the children the opportunity to respond to (agree/disagree with or query) others' responses, but do not confirm or reject any of the ideas.

- (Reveal the focus question.) What is the area of the bigger box in brownies?

Act 2: Productive Struggle

Explain to the children that a brownie is the unit of measurement they should use.

Using Think-Pair-Share and Write-Hide-Show, click to play or say:



- Write a number that is too high.
- Write a number that is too low.
- Record a reasonable estimate or good guess on your MWB.

The children work in pairs or small groups to consider the focus question. If necessary, prompt them by asking:

- Do you have enough information? What else do you need to know?

Once the children explain that they need to know how many rows and columns of brownies will fit in the bigger box, play the next part of the video. Click to play or ask:

- What information do you have now?
- Can you improve your estimate?
- To get an answer, what needs to be done?

Using Build it; Sketch it; Write it, the children choose their preferred way to mathematically model their strategies/solution(s).

Act 3: The Big Reveal

The children share and discuss their strategies, solutions and models. Click to play or ask:

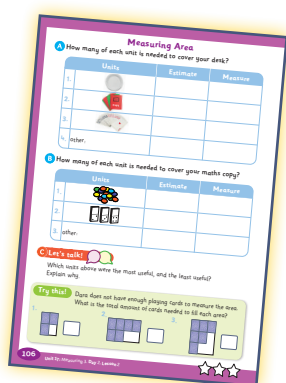
- What answer did you get?
- What strategies did you use to get the answer?
- What do you think was the best strategy?

Play the final part of the video, which shows the bigger box being filled from the beginning, over which the number of brownies are shown as they are placed in the box. Click to play or ask:

- Is this the answer that you expected? Why or why not?
- What 'I wonder' questions did you answer?
- Do you have any new 'I wonder' questions?

C Concrete activity: Measuring Area

P Pupil's Book page 106: Measuring Area



Using a different unit of measurement each time, the children estimate and then measure how many units are required to cover the surface of their desk and their copy. Record the estimates and measures on page 106 of the Pupil's Book.

Teaching tip

The measuring tasks in A and B do not need to be done in order. Each group can work with an available set of resources, and then change to the next available set. As in the video, ask the children to place just one of each unit on their desk/maths copy initially and to estimate from that.

Afterwards, ask:

- What unit used the most/least? Explain why.
- Which unit did/did not work well? Explain why. (Circular objects do not work well because there is a lot of space left uncovered.)

Let's strengthen

- The children may benefit from laying out a row and column of units, along the length and width respectively, before recording each estimate for A and B.
- The children may benefit from drawing the grid lines across the shapes, and writing the number of each square within, to keep the count in the *Try this!* activity.

Let's deepen

Challenge the children to explain the relationship between the size of units and the number of units needed to measure area (more smaller units than bigger units are needed to measure the area of the same object). The children may also recognise that it is difficult to compare objects if measured with different units.

Optional consolidation and extension possibilities

Story Read *Bigger, Better, Best!* by Stuart J. Murphy, or listen to a reading at: edco.ie/uffm

Mosaic Art Create a house, a robot, or an alien. Use small paper squares, colourful sticky notes or colour grid squares from maths copies and/or PCM 60: 1 cm Grid or PCM 61: 2 cm Grid. Digital software/apps can also be used. Afterwards, ask:

- What is the area of ... in the square units?
- What is the area that is red/blue/yellow in the square units?

Review and Reflect Use the Prompt Questions Poster.

Day 3, Lesson 3

Square Units

Focus of learning (with Elements)

- Explains and justifies the necessity of selecting the same unit when comparing two things (R)
- Recognises that units of measurement can simplify communication about measurement (C)

Learning experiences

- D** Digital activity: Same But Different (10)
MAM Routines: Reason & Respond, with Think-Pair-Share
- D** Digital activity: The Best Shape to Measure Area
MAM Routines: Concept Cartoon, with Think-Pair-Share
- C** Concrete activity: The Best Shape to Measure Area
- P** Pupil's Book page 107: Square Units

Equipment

- Sheets of A4 or A3 paper
- Squares, such as square tiles*, squares from pattern blocks, tangram pieces, interlocking cubes, base ten ones (cubes) and hundreds (flats), square sticky notes
- 2-D shapes (e.g. dominoes, jar lids, paper of various shapes and sizes)
- Geoboard/geoboard app

* Square foam/plastic tiles from an educational supplier are ideal for measuring area in square units.

Maths language

- square units

Warm-up



- D** Digital activity: Same But Different (10)
MAM Routines: Reason & Respond, with Think-Pair-Share

Play the slideshow and, using Think-Pair-Share, ask the children to propose reasons for why the images are the same and why they are different.

Main event



- D** Digital activity: The Best Shape to Measure Area
MAM Routines: Concept Cartoon, with Think-Pair-Share

Display the Concept Cartoon and, using Think-Pair-Share, ask:

- What do you think?
- (Point at a specific character.) Do you agree with their idea? Explain why.
- Do you think something different? What do you think? Why do you think this?



If appropriate, record the children's responses on the board. Allow the children the opportunity to respond to (agree/disagree with or query) others' responses, but do not confirm or reject any of the ideas. Ask:

- What is the best shape to measure area?
- How could we find out?



- C** Concrete activity: The Best Shape to Measure Area

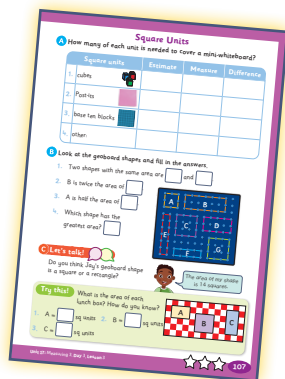
Using sheets of A4 or A3 paper and the available shapes, allow the children time to cover the paper with different shapes. After a while, ask:

- Which unit shape is the best for measuring area? Explain why. (Squares: they tessellate and fit in exactly the same space when rotated.)
- What about using the same shape but in a mix of sizes?

Let's deepen

Challenge the children to express the area of their sheet of paper as a quantity of square units. If different groups used the same sized paper but different sized squares, challenge them to explain the differences in the quantities required (e.g. more smaller squares than bigger squares were required to cover an A4 page).

P Pupil's Book page 107:
Square Units



Encourage the children to work in small groups or pairs to complete this page. They could use a geoboard or geoboard app to make their own shapes and measure the area of each one. The children could also make shapes and then swap with a partner to measure/count the area of each shape.

Let's strengthen

Have sufficient units to cover the area as, initially, many children will need to see actual reiterations of the same unit to appreciate how the total number equals the area. The children may benefit from drawing the grid lines across the shapes and writing a number on each square to keep count.

Let's deepen

Challenge the children by giving them fewer than the required number of units to measure the area. Ask them to suggest how they might complete the task when they do not have enough of the units.

Optional consolidation and extension possibilities

Maths Eyes Look for examples of area in square units at school and at home, e.g. square walls, floors, ceiling tiles and concrete slabs.

Mosaic Art Create a house, a robot, or an alien. Use small paper squares, colourful sticky notes or colour grid squares from maths copies and/or PCM 60: 1 cm Grid or PCM 61: 2 cm Grid. Digital software/apps can also be used. Afterwards, ask:

- What is the area of ... in the square units?
- What is the area that is red/blue/yellow in the square units?

Home/School Links Book page 37 can be done at any stage after this lesson

Draw by Squares Print a draw-by-squares activity from the internet. Allow the children to complete the drawing, then ask them to work out the area of the drawing and/or the area of each colour used.

Games Bank Play 'Squares' or 'Capture the Area'.

Review and Reflect Use the Prompt Questions Poster.

Day 4, Lesson 4

Measuring Investigations

Focus of learning (with Elements)

- Identifies the appropriate attribute to measure for a given problem situation (A&PS)
- Selects and uses appropriate procedures, measures and equipment to measure attributes of length, weight, capacity and area (A&PS)

Learning experiences

- D** Digital activity: Same But Different (11)
MAM Routines: Reason & Respond, with Think-Pair-Share
- C D P** Concrete activity: Let's Investigate Big Foot! **MAM Routines: Reason & Respond, with Think-Pair-Share**

Equipment

- PCM 60
- PCM 61
- PCM 49
- Printable: Footprints in the Sand
- Any extra equipment as required by the children to conduct the chosen investigation(s)

Maths language

- tallest, biggest, longest, widest and/or maths language as appropriate for chosen investigation

Teaching tip

In this lesson the children learn to apply their knowledge and skills to measuring investigations. The Concept Cartoon below introduces one problem that could be investigated. However, it is not necessary to choose this one. You and/or the children may choose an investigation from the Unit 17 Let's Strengthen PCM: Comparing, Ordering and Measuring Area.

Warm-up



- D Digital activity: Same But Different (11)**
MAM Routines: Reason & Respond, with Think-Pair-Share

Play the slideshow and, using Think-Pair-Share, ask the children to propose reasons for why the images are the same and why they are different.



Main event

- C D P Concrete activity: Let's Investigate Big Foot! MAM Routines: Reason & Respond, with Think-Pair-Share**

Teaching tip

Provide each child with PCM 60: 1 cm Grid or PCM 61: 2 cm Grid. (Note that 1 cm yields more accurate results, while 2 cm involves less counting.) Provide PCM 49: Investigation Planning Sheet to each group of children (or display it on the board).

Distribute PCM 60: 1 cm Grid or PCM 61: 2 cm Grid to each child. Display the Printable: Footprints in the Sand on the board (or distribute a copy to each child) and, using Think-Pair-Share, ask:

- What do you notice?
- What do you wonder?
- Which footprint is the biggest? What do we mean by 'biggest'?
- Which footprint is the longest/the shortest? Explain why you think so.
- Which footprint has the greatest area/the least area? Explain why you think so.
- Who has the footprint with the greatest area in this classroom? Explain why you think so.
- How could we find out? (If the children suggest measuring the length of the foot, prompt them to recognise the difference between length and area.)
- (Introduce the grid squares sheet.) Would this be useful to measure the area of our feet? How might we use it? (Trace around your partner's foot.)

- To keep our investigation fair, what do we need to keep the same? (left or right foot? Shoe/sock on or off?)
- What will be different each time? (the foot)
- How do we make sure our results are reliable and/or accurate? What will we measure? How will we do this?

Display PCM 49: Investigation Planning Sheet on the board (or give a copy each group of two or three children). Before the investigation, collaboratively plan how best to conduct it. Afterwards, give each group an opportunity to report back. Ask:

- What did you find out?
- How did you find this out?
- How did you record/present what you did?
- What was difficult? What was easy?
- Who in the classroom has the footprint with the greatest area/the least area?
- Did the results surprise you? Explain why.

Let's strengthen

- The children may benefit from counting whole squares only and writing the number in each whole square as they count.
- Use the Unit 17 Let's Strengthen PCM: Comparing, Ordering and Measuring Area. Choose other suitable investigations instead of, or in addition to, the one in the main event.

Let's deepen

Challenge the children to suggest how best to deal with squares that are not whole.

Teaching tip

It is not necessary to get at an exact answer, but to appreciate that while we can work out the area of irregular shapes, it can be more awkward and

approximate. It is important that the children investigate using their own suggested strategies, even if there are other more obvious and/or efficient approaches. Through investigating, they may realise a preferable approach. Encourage them to refine their methods and repeat the investigation.

Optional consolidation and extension possibilities

Other Investigations 1. What is shoe size? What connection does it have with the length, width or area of your foot? 2. Which covers the greater area: your hand or your foot? 3. How many pairs of shoes can fit onto a sheet of newspaper to dry? How many sheets would be needed for the whole class?

Games Bank Play 'Squares', 'Capture the Area' or any of the 'Estimate!' games.

Maths Journals The children could record (using images and/or words) how they conducted the investigation(s) and their findings.

Review and Reflect Use the Prompt Questions Poster.

Day 5, Lesson 5

Review and Reflect

Focus of learning (with Elements)

- Reviews and reflects on learning (U&C)

Warm-up

Carry out a warm-up activity of your choice from one of the lessons in this unit.

Main event

Use this menu of activity ideas to choose how best to structure this last lesson of the unit to suit your needs and the needs of your class.

Let's talk!

Review and Reflect Poster: Use Think-Pair-Share alongside the prompt questions to review the unit.

Maths language

Ask the children to explain the following terms (perhaps using examples or drawings on MWBs): *area*, *square unit*.

Use the Unit 17 Maths Language Cards to revise the key terms. For example: If the image and text are cut apart, can the children match them?

Let's create! Use art and/or construction materials (e.g. building bricks) to explore and respond creatively to area: ● Printing: see Optional Consolidation and Extension Activities in lesson 1 ● Mosaics: see Optional Consolidation and Extension Activities in Lessons 2 and 3 ● Area in Numbers: see the Unit 17 Let's Deepen PCM; the letters in children's names could be constructed in a similar way.	Maths strategies and models Ask the children to give examples of the strategies they used in this unit, e.g. how to measure area accurately, using the same size units, with no gaps or overlaps; how to calculate the area if you haven't got enough units to cover the whole shape, etc. Ask the children to give examples of the models they used in this unit. For example: How did they record their findings for the various problem-solving tasks and investigations? What did they build, sketch, write?
Progress Assessment Booklet Complete Questions 64–66 on page 28. Alternatively, these can be left to do as part of a bigger review during the next review week.	Maths Eyes Go for a walk through the school and/or locality looking for examples of area. Consider various parts of the school ground (e.g. yard, carpark, flower/school garden). How can we describe the area of each? Can comparisons be made? How? Can you find square units (e.g. square tiles on walls/floors/ceilings, square concrete slabs). Take photos to display or compile in a digital slideshow for the classroom. Sections of square tiles could be marked off (use marker, tape, etc.) into a variety of rectilinear shapes (four or more straight sides that are perpendicular to each other) and the children could measure the area of the shapes.
Let's strengthen Identify children who might benefit from extra practice with some of the key concepts or skills in this unit. Use the Unit 17 Let's Strengthen PCM. Consult the Unit 17 Let's Strengthen Suggestions for Teachers.	Let's deepen Use the Unit 17 Let's Deepen PCM.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.