

# Unit 4

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## General Accommodation by Ability Level

### Schedules:

- ❑ Schedules are a guide.
- ❑ Time for tasks and breaks should be individualized based on attention span and behavioral needs.
- ❑ Observational data should be collected to document these needs.

### Pre-Teaching

#### Group 1

- ❑ Students with little or no formal communication systems, low tech AAC, sight word or non-readers will need 1:1 or 1:2 instruction
- ❑ Manipulatives
- ❑ Direct Modeling by the teacher
- ❑ Hand-under-hand to instruct, and hand-over-hand to model responses.
- ❑ Systematic Prompting
  - Least prompts, Most to Least, Guided Practice (independent; verbal cue; model; physical prompt, if tolerated)
  - Select the individualized prompts and record student response data
- ❑ Lessons broken into smaller segments
- ❑ Repeated practice

#### Group 2

- ❑ Students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading levels may need small group instruction
- ❑ Lessons broken into smaller segments
- ❑ Small group instruction
- ❑ Direct modeling by the teacher
- ❑ Repeated Practice

#### Group 3

- ❑ Students who have a grade 2 reading level or higher, formal communication systems (verbal or AAC) may need content to be broken down into smaller segments
  - Select content reading level grade 2 or grade 4 for each student
  - Video Modeling or Direct Modeling by the teacher
  - Visuals and manipulatives for improved comprehension
  - Probe length of time on task and needs for breaks and adjust instructional times (record if different from times in the suggested schedules)

# Design and Reflection Journals

## Group 1

- ☐ For student with little or no formal communication system:
  - Model and prompt the response
  - May need to only answer like/dislike the task using individualized communication (point to symbol; answer a question with a yes/no response)
  - Have the instructor record the response in the student's journal

## Group 2

- ☐ Students who use AAC and/or other visuals for comprehension and have some sight words or pre-K reading levels may need small group or individual instruction
  - Model expectations and repeat the task for those who did not complete the task
  - Responses may be written, oral with a scribe writing the response in the journal, or may draw a picture.

## Group 3

- ☐ Students with a grade 2 reading level or higher
    - May need repeated instruction for the first few lessons
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## Notes:

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# Dream Game List

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (20 min)



Break (2 min)



Activity Part 2 (20 min)



Break (2 min)







Activity Part 3 (20 min)

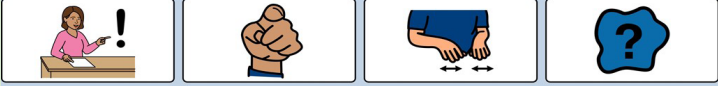
# Pre-Teaching Topics & Terms

## Topics:

Discuss a few games with students including their design characteristics, mechanics, and common features.

## Terms:

Terms	Description and Symbol
Brainstorm	<p>Discussion with your group member to find different game ideas.</p> 
Game Mechanics	<p>Rules of game that make them playable.</p> 
Game Design	<p>How the game is created in Scratch.</p> 
Design Characteristics (Elements)	<p>Things needed to create and play a game in Scratch.</p> 

Purpose	Reason for doing something. 
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## Expectations:

Tell students that they are expected to come up with a dream game they would like to create including its design elements.

### Session Objectives

This session aims to teach students how to identify common design elements of games.



### Learning Objectives

By the end of this session, students will be able to

1. Come up with a dream game with at least three design characteristics (character(s), scoring, game mechanics, start and ending, purpose, competition, progress, etc.)

# ACTIVITY DESCRIPTION



## Activity Part 1

- ❏ Divide students with a pre-K reading level or higher into small groups of 2-3 people.
- ❏ In their small groups, ask students to come up with a list of games that they enjoy playing. Students may choose to generate the list on their design journal or may choose to do a brainstorm activity with their peers and/or with USATs.

## Activity Part 2

- ❏ For students who prefer working in groups, facilitate a class discussion about what characteristics make up a game, and come up with a common game mechanics.
- ❏ Students who prefer to work alone may have the discussion with a peer and/or with USATs, and students may respond to the discussion questions (i.e., what characteristics make up a game and come up with a list of common game mechanics) on their design journals.

## Activity Part 3

- ❏ Ask students to describe their dream games with design elements (characters, competition, game mechanics, scoring, start and end, purpose, storyline, progression, etc.) for the games.
- ❏ Students who prefer to work in groups (names) may have a small group discussion.
- ❏ Students who prefer to work alone may discuss this with USATs, may write/sketch this down on their design journals.

## Resources:

- ❑ Paper to write down game design elements
  - ❑ Things to sketch with (pencils, pens, markers, etc.)
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## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- ❑ Facilitate ways to calm students down.
- ❑ Pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups.
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❑ Give frequent breaks for students as specified in the IEP or based on classroom data
- ❑ Offer extended time to students as indicated in the IEP or based on classroom data.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.



## Notes by the Teacher:

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# Starter Games

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (5 min)



Break (2 min)



Activity Part 2 (10 min)



Break (2 min)



Activity Part 3 (20 min)



Break (2 min)





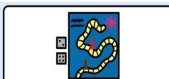
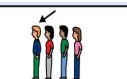


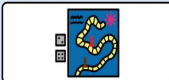

Reflection Prompts (5 min)

# Pre-Teaching Topics & Terms

## Topics:

Go over the Scratch blocks in one of the example starter projects (Maze, Pong, or Scrolling).

## Terms:

Terms	Description and Symbol
Starter Game	<p>First game that you design using your idea.</p> <div></div>
Game-in-progress	<p>A game that is already created and being played now.</p> <div></div>

## Expectations:

Tell students that they are expected to create a starter game project by either starting from scratch or remixing/reusing one of the example starter projects (Maze, Pong, Scrolling).

## Session Objectives

This session aims to teach students how to create a starter game project.

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## Learning Objectives

By the end of this session, students will be able to

1. Create a starter game project by either starting from scratch or remixing/reusing one of the example starter projects (Maze, Pong, Scrolling).
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# ACTIVITY DESCRIPTION



## Activity Part 1

- ❑ Play the Maze, Pong, and Scrolling example starter projects
- ❑ Have the Maze, Pong, and Scrolling visual handouts available to guide students with a pre-K reading level and higher
- ❑ USATs should work 1:1 with students who have little or no formal communication systems, using a step-by-step and systematic prompting, pairing the handout with each step.
- ❑ Have the Maze, Pong, and Scrolling instructional videos available for students who engage with the videos

## Activity Part 2

- ❑ Choose one game project (Maze, Pong, or Scrolling) and go over the script of the game for students with a pre-K to grade 2 reading level.
- ❑ Students with a grade 3 or higher reading level may choose to examine the script of one of these games with a peer or a USATs or may work on their own to explore one the games.
- ❑ Students may choose to watch the Maze, Pong, and/or Scrolling instructional video that reviews the script of the game or may follow the print visual guide

## Activity Part 3

- ❑ Give students time to start building their games or let them remix one of the starter projects (Maze, Pong, or Scrolling)

## Activity Part 4

- ❑ Encourage students who prefer to work in groups to get feedback on their games-in-progress from peers
- ❑ Students who prefer to work alone may get feedback from USATs using the reflection prompts. They may also reflect on their games-in-progress on their design journals in written and/or symbol format.
- ❑ Ask students with little or no formal communication system if they like/don't like the activity.

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## Resources:

- ❑ Maze visual handout
  - ❑ Maze instructional video at [https://youtu.be/GYH9PcxnQ\\_w](https://youtu.be/GYH9PcxnQ_w)
  - ❑ Maze example starter project at <https://scratch.mit.edu/projects/11414041/>
  - ❑ Pong visual handout
  - ❑ Pong instructional video at <https://youtu.be/d4ho9i32D5I>
  - ❑ Pong example starter project at <https://scratch.mit.edu/projects/10128515/>
  - ❑ Scrolling visual handout
  - ❑ Scrolling instructional video at <https://youtu.be/1PR9fz5xKl4>
  - ❑ Scrolling example starter project at <https://scratch.mit.edu/projects/22162012/>
  - ❑ Games Studio at <https://scratch.mit.edu/studios/487504/>
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## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels
- ❑ Facilitate ways to calm students down
- ❑ Pair students who do not initiate interaction but will accept initiations from others with students who prefer studying in groups
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❑ Give frequent breaks for students as specified in the IEP or based on classroom data
- ❑ Offer extended time to students as indicated in the IEP or based on classroom data.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom

## Notes by the Teacher:

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# Score

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (10 min)



Break (2 min)



Activity Part 2 (25 min)



Break (2 min)




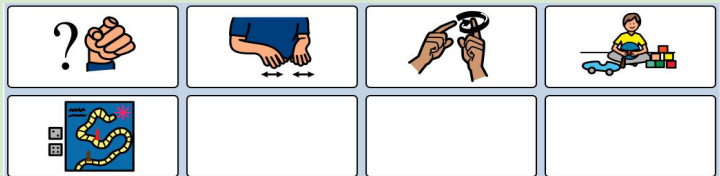

Activity Part 3 (10 min)

# Pre-Teaching Topics & Terms

## Topics:

Show students how to create variables and use them to keep score for a game.

## Terms:

Terms	Description and Symbol
Variable	<p>is a value that can be changed and is stored in Scratch's memory</p> 
Score	<p>How you do when you play a game.</p> 
Scoreboard	<p>Shows you score when you played a game.</p> 

## Expectations:

Tell students that they are expected to create a variable and show is variable on a scoreboard for a game.

## Session Objectives

This session aims to teach student how to create a variable and use it in a game project to keep score.



## Learning Objectives

By the end of this session, students will be able to

1. Create a variable and use the variable to keep score in a game project

## ACTIVITY DESCRIPTION



### Activity Part I

- ❏ Do a think-aloud as you explore the Fish Chomp starter project for students with a pre—K reading level and higher.
- ❏ Ask USATs do a think-aloud as they explore the Fish Chomp starter project for students who are struggling.
- ❏ For students with little or no formal communication system, ask the USATs to demonstrate 1:1 the exploration of the Fish Chomp starter project. Have the student model each step and use systematic prompting.
- ❏ Ask students who prefer to work alone explore the Fish Chomp starter project with either a peer or the USAT.
- ❏ Have the Score visual handout available to guide students. For struggling students demonstrate following the steps. For those with little communication have the USAT work 1:1 using the strategies described above.

## Activity Part 2

- ❑ Do a modeling for students with a pre-K and higher reading level to show how to add a scoreboard to the game by using variables.
- ❑ Ask USATs to repeat the modeling for struggling students.
- ❑ Ask students who prefer to work in groups to work with their peers to explore the variables and add a scoreboard to the game.
- ❑ Ask students who prefer to work alone to explore the variables and add the scoreboard to the game. Have the USAT prompt the students as needed.

## Activity Part 3

- ❑ Ask students who prefer to work in groups to share their Fish Chomp remixes with the scoreboards added. Invite students to present their projects to the class and ask them to use the reflection prompts during their presentations.
- ❑ Ask students with a pre-K reading level and higher to think back on their design process by responding to the reflection prompts in their design journals. Ask students to add their projects into Score class studio.

## Resources:

- ❑ Score visual handout
- ❑ Score examples studio at <https://scratch.mit.edu/studios/218313/>
- ❑ Fish Chomp starter project at <http://scratch.mit.edu/projects/10859244>
- ❑ Fish Chomp remix studio at <http://scratch.mit.edu/studios/475615>

## Notes to the Teacher

- ❏ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❏ Move students showing anxiety to a familiar environment to reduce their anxiety levels
- ❏ Facilitate ways to calm students down.
- ❏ Pair students who does not intitiate interaction but will accept initiations from others with students who prefer studying in groups.
- ❏ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❏ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks.
- ❏ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❏ Give frequent breaks for students as classroom data or the IEP indicates.
- ❏ Offer extended time to students as classroom data or the IEP indicates.
- ❏ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- ❏ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.
- ❏ Offer extended time to students as indicated in the IEP or based on classroom data.
- ❏ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- ❏ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

## Notes by the Teacher:

Handwriting practice lines consisting of 20 horizontal rows. Each row is defined by two dashed lines, providing a guide for letter height and placement.

# Starter Games

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (5 min)



Break (2 min)



Activity Part 2 (15 min)



Break (2 min)



Activity Part 3 (20 min)



Break (2 min)



Activity Part 4 (5 min)

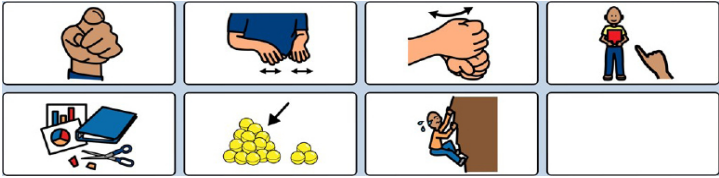
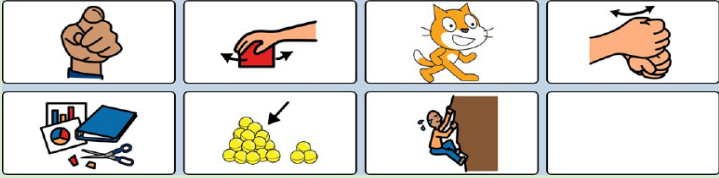


## Pre-Teaching Topics & Terms

### Topics:

Show students a few projects from the Extensions studio, and show them briefly how to add an extension to one of the game projects developed before (maze, pong, or scrolling).

### Terms:

Terms	Description and Symbol
Extend	<p>What you do to you make your project more difficult.</p> 
Extension	<p>What you use on scratch to make your project more difficult.</p> 

### Expectations:

Tell students that they are expected to add at least one extension to one of the projects that completed in a prior unit.

## Session Objectives

The purpose of this session is to familiarize students to the concepts of conditionals, operators, and data.

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## Learning Objectives

By the end of this session, students will be able to

1. Add at least one extension to one of the previously developed/remixed game projects; maze, pong, or scrolling.
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## Resources:

- ❑ Extensions studio at <https://scratch.mit.edu/studios/475619/>
- ❑ Extensions instructional video
- ❑ Extensions handout
- ❑ Extensions handout instructional video

# ACTIVITY DESCRIPTION



## Activity Part 1

- ❑ Show the example projects from the extensions studio.
- ❑ Have the Extensions handout available to guide students, pairing each step with the demonstration.
- ❑ Have the Extensions studio instructional video available for students who engage with the video.
- ❑ Have the Extensions handout instructional video available to guide students who are struggling.

## Activity Part 2

- ❑ Do a think-aloud (as describe in session 3) as you show the code of programs in the Extensions studio and explore different ways games can be increased in difficulty or extended.
- ❑ Ask students who engage with videos to watch the Extensions studio instructional video to learn about the code of the programs in the Extensions studio
- ❑ Ask students who struggle to watch the Extensions handout instructional video to learn how a project can be increased in difficulty or extended
- ❑ Ask USATS to work 1:1 with students who struggle with the hand-out to demonstrate each step of the handout having the student model each step. This can be done in small groups or 1:1 using systematic prompting as needed.
- ❑ Ask USATs to explore the code of the programs in the Extensions studio for students with a pre-K reading level and higher and then give students time to do this on their own. Let students choose to work independently or in small groups.
- ❑ Have USATs work in small groups for struggling students.
- ❑ USATs should work 1:1 with students who have little or no formal communication system using a step-by-step instructional sequence and systematic prompting.

### Activity Part 3

- ❑ Ask students with a pre-K reading level and higher to select one or more extensions to add to their previously started maze, pong, or scrolling games.
- ❑ Ask USATs to work with struggling students with to add an extension to the previously started project.
- ❑ Ask students who prefer to work in groups to share-pair or work in small groups to accomplish this.
- ❑ For students with little or no formal communication have USATs work 1:1 using step-by-step strategies and systematic prompting.

### Activity Part 4

- ❑ Ask students who prefer to work alone to share their extended game projects with a peers or USAT
- ❑ Ask students who prefer to work in groups to share them with the class.
- ❑ Ask students to use the reflection prompts in their presentations. Ask students to think back on their design process by responding to the reflection prompts in their design journals.
- ❑ USATs should work with small groups or 1:1 as data indicates, using step-by-step and systematic prompting.

## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- ❑ Facilitate ways to calm students down.
- ❑ Pair students who does not intitiate interaction but will accept initiations from others with students who prefer studying in groups.
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.

- ❑ Give frequent breaks for students as classroom data or the IEP indicates.
- ❑ Offer extended time to students as classroom data or the IEP indicates.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom

## Notes by the Teacher:

[illegible]

# Interactions

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (5 min)



Break (2 min)



Activity Part 2 (25 min)



Break (2 min)

Activity Part 3 (10 min)

## Pre-Teaching Topics & Terms

### Topics:

Show students how to solve one of the nine Interactions programming puzzles.

### Terms:

- ❑ Interaction
- ❑ Sensing
- ❑ Puzzle

### Expectations:

Tell students that they are expected to create a Scratch project that solves at least one of the nine Interactions programming puzzles.

## Session Objectives

The purpose of this session is to teach different approaches to making projects interactive by solving a series of nine programming puzzles.

## Learning Objectives

By the end of this session, students will be able to:

1. Create a Scratch project that solves at least one of the nine Interactions programming puzzles.



## Resources:

- ❑ Interactions handout
- ❑ Interactions instructional video
- ❑ Interactions studio at <https://scratch.mit.edu/studios/487213/>

# ACTIVITY DESCRIPTION



## Activity Part 1

- ❏ Challenge students to further explore Scratch by creating Scratch programs that solve some of the nine Interactions programming puzzles. These Interactions puzzles explore Sensing blocks, engaging some of the more advanced concepts in Scratch related to interactivity.
- ❏ Have the Interactions handout available to guide students during this activity
- ❏ Have Interactions instructional video available that demonstrates how to solve one of the nine Interactions programming puzzles.

## Activity Part 2

- ❏ Give students time to solve one of the Interactions programming puzzles. Ask students to attempt on their own, ask USATs to work with students, and ask students to work with a peer.

## Activity Part 3

- ❏ Utilizing the reflection prompts, ask students to share their solutions with the class. Ask students to share with USATs and/or their peers. Ask students with to think back on their solution process by responding to the reflection prompts in their design journals in written and/or symbol format.



## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels.
- ❑ Facilitate ways to calm students down.
- ❑ Pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups.
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating.
- ❑ Tolerate students with language skills.
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks.
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❑ Give frequent breaks for students with characteristics.
- ❑ Offer extended time to students with cognitive characteristics.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts.
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom.

## Notes by the Teacher:

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# Debug It !

## Session Schedule



Pre-teaching (10 minutes)



Activity Part 1 (10 minutes)



Break (2 minutes)



Activity Part 2 (10 minutes)



Break (2 minminutes)



Activity Part 3 (15 minutes)



Break (2 minutes)




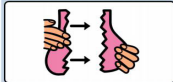


Activity Part 4 (10 minutes)




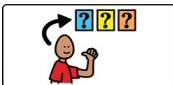


# Pre-Teaching Topics & Terms

## Topics:

Show students the projects on the Unit 4 Debug It! handout, and explain them the problems in the project. Show them how to solve one of these problems with one of these projects.

## Terms:

Terms	Description and Symbol
Debug	Find and change problems. 
Fix	Change problems to make better. 
Investigate (explore)	To look at so you can understand. 
Buggy (many errors)	A lot of problems. 

Tinker	Try and fix. 
Code (create a program)	Create a program. 
Problematic (difficult)	Takes more work to do. 
Solution (answer)	What is done to deal with problem. 
Challenge (web activity)	Something to do. 
Testing (To try more than once)	To try over and over. 

## Expectations:

Students are expected to identify and solve problems in at least one of the projects.

## Session Objectives

This session targets to teach students how to identify, investigate, and offer a solution to a problem with a Scratch project.

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## Learning Objectives

By the end of this session, students will be able to:

1. Identify a problem with a Scratch project
  2. Investigate a problem with a Scratch project
  3. Offer a solution to a problem with a Scratch project
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## Resources:

- ❑ Critique Group handout
- ❑ Critique Group modeling video

# ACTIVITY DESCRIPTION



## Activity Part 1

- ❑ Have the Unit 4 Debug It! handout available to guide students during the activity.
- ❑ Show students how to open one of the Debug It! projects, and debug the problem in the project.
- ❑ Have students watch the Unit 4 Debug It! Handout instructional video.
- ❑ Have students watch the Unit 4 Debug It! instructional video.

## Activity Part 2

- ❑ Show students how to open each project on the Unit 4 Debug It! handout, and explain them what they are expected to debug. Encourage them to click on the “Look Inside” button to investigate the buggy program, tinker with problematic code, and test possible solutions
- ❑ Ask students to watch the Unit 4 Debug It! instructional video.
- ❑ Ask students to watch the Unit 4 Debug It! Handout instructional video

## Activity Part 3

- ❑ Give students time to test and debug each Debug It! challenge.
- ❑ Ask USATs to help students.

## Activity Part 4

- ❑ Ask students with to reflect back on their testing and debugging experiences by responding to the reflection prompts in their design journal in written or drawing format, and ask students to discuss with their peers or USATs.



## Notes to the Teacher

- ❑ Move students who seem agitated, uncooperative, being destructive, and/or showing repetitive, idiosyncratic speech patterns, and/or inappropriate behavior to an individual workstation, a calming, or quiet area.
- ❑ Move students showing anxiety to a familiar environment to reduce their anxiety levels
- ❑ Facilitate ways to calm students down
- ❑ Pair students who does not initiate interaction but will accept initiations from others with students who prefer studying in groups
- ❑ Use common and familiar words in your verbal instructions for students having difficulty communicating
- ❑ Tolerate students with language skills
- ❑ Do not enforce a time limit for students who are having difficulty comprehending instructions and/or completing tasks
- ❑ For students with tendency to persevere on a topic, involve teacher aid/USATs for individualized assistance.
- ❑ Give frequent breaks to students.
- ❑ Offer extended time to students.
- ❑ Provide positive, meaningful, and immediate feedback to students who show inappropriate behavior and/or unresponsive to reflection prompts
- ❑ Print verbal, visual directions before transitions and changes and post them in visible areas in the classroom

**Notes by the Teacher:**

This image shows a full page of white paper with horizontal dashed black lines. The lines are evenly spaced and run across the width of the page, typical of primary-ruled notebook paper. There are no margins, text, or other markings on the page.



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