



# Grade 3 Homeroom

## Pacing Guide

### 2021 – 2022



AREAS	TRIMESTER 1		TRIMESTER 2		TRIMESTER 3		
READING	Lucy Calkins: Building a Reading Life	Lucy Calkins: Reading to Learn – Grasping Main Idea and Structures	If...Then Unit 5: Making Meaning from poems	Lucy Calkins: Mystery: Foundational Skills i Disguise	Lucy Calkins: Research C Elephants, Penguins, and Oh My!	Lucy Calkins: Character Studies	
Power Standards	3.RL.03 Describe characters in a story 3.RL.05 Understand terms such as chapter, scene, and stanza 3.RL.10 Read and comprehend literature, including stories, dramas, and poetry 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and expression on successive	3.RI.01 Ask and answer questions to demonstrate understanding of a text 3.RI.02 Determine the main idea of a text and supporting details 3.RI.05 Use text features and search tools 3.RI.09 Compare points and key details from two texts on same topic 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and	3.RL.05 Understand terms such as chapter, scene, and stanza 3.RL.10 Read and comprehend literature, including stories, dramas, and poetry 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and expression on successive	3.RL.03 Describe characters in a story 3.RL.05 Understand terms such as chapter, scene, and stanza 3.RL.10 Read and comprehend literature, including stories, dramas, and poetry 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and expression on successive	3.RI.01 Ask and answer questions to demonstrate understanding of a text 3.RI.02 Determine the main idea of a text and supporting details 3.RI.05 Use text features and search tools 3.RI.09 Compare points and key details from two texts on same topic 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and expression on successive	3.RL.03 Describe characters in a story 3.RL.05 Understand terms such as chapter, scene, and stanza 3.RL.10 Read and comprehend literature, including stories, dramas, and poetry 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and expression on successive	3.RI.01 Ask and answer questions to demonstrate understanding of a text 3.RI.02 Determine the main idea of a text and supporting details 3.RI.05 Use text features and search tools 3.RI.09 Compare points and key details from two texts on same topic 3.RF.3C Decode multisyllable words. 3.RF.4B Read grade level text orally with accuracy, appropriate rate, and expression on successive



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		expression on successive					
Essential Skills	<ul style="list-style-type: none"> <li>-Fluently read and understand books at my level well.</li> <li>-Read and understand third grade books.</li> <li>-Ask and answer questions to show that I understand the stories that I am reading.</li> <li>-Describe characters in stories and explain how their actions affect the story.</li> <li>-Write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).</li> <li>-Describe how new parts of fiction build on the parts that have already happened.</li> <li>-Explain how the author uses illustrations to help the meaning in a story.</li> <li>-Figure out the lessons or morals of the stories that I read and explain that message using details from the story.</li> </ul>	<p>Talk about the most important details in the information I read and how they support the main idea.</p> <p>Ask and answer questions to show that I understand the information that I am reading.</p> <p>Compare and contrast the most important ideas and details in two pieces of information about the same topic.</p> <p>Use the parts of a text that stand out to find information quickly.</p>	<p>Write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).</p> <p>Tell the difference between what I think and what the author or characters might think in a story.</p> <p>Read and understand third grade stories, plays and poems by myself.</p>	<ul style="list-style-type: none"> <li>-Fluently read and understand books at my level well.</li> <li>-Read and understand third grade books.</li> <li>-Ask and answer questions to show that I understand the stories that I am reading.</li> <li>-Describe characters in stories and explain how their actions affect the story.</li> <li>-Write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).</li> <li>-Describe how new parts of fiction build on the parts that have already happened.</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about the most important details in the information I read and how they support the main idea.</li> <li>-Ask and answer questions to show that I understand the information that I am reading.</li> <li>-Compare and contrast the most important ideas and details in two pieces of information about the same topic.</li> <li>-Use the parts of a text that stand out to find information quickly.</li> </ul>	<ul style="list-style-type: none"> <li>Fluently read and understand books at my level well.</li> <li>-Read and understand third grade books.</li> <li>-Ask and answer questions to show that I understand the stories that I am reading.</li> <li>-Describe characters in stories and explain how their actions affect the story.</li> <li>-Write and talk about fiction by using the words for the different parts (e.g., chapter, scene, stanza).</li> <li>-Describe how new parts of fiction build on the parts that have already happened</li> <li>-Figure out the lessons or morals of</li> </ul>	<ul style="list-style-type: none"> <li>Describe how some historical events are related.</li> <li>-Find the answers to specific questions within informational text that I read.</li> <li>Talk about the most important details in the information I read and how they support the main idea.</li> </ul>



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						the stories that I read and explain that message using details from the story.	
<b>Essential Knowledge</b>	<p>Students can infer about characters and other story elements: Character Traits</p> <p>Students can envision and predict</p> <p>Students can summarize</p> <p>Students can analyze author's craft</p>	<p>Students can write main Idea(s) and supporting details</p> <p>Students can synthesize (fitting together information from several texts)</p> <p>Students can retell/summarize</p> <p>Students grow an idea about information or ideas in a text</p>	<p>Students can compare and contrast poems.</p> <p>-Students can make a mental image based on a poem read.</p> <p>-Students analyze poems, find favorite lines, fabulous words..</p>	<p>-Students can predict the solution to a mystery by drawing on details in the text and explaining the reasons for their prediction.</p> <p>-Students can summarize using what they know about how stories usually go, including important story elements (for example, character, setting, problem), and including important details from across the story</p>	<p>-Students can summarize, writing about the main idea, including important details.</p> <p>-Students explain how one part of the text fits with the rest of the text.</p> <p>-Students write about the similarities and differences in specific information presented in two texts</p>	<p>Students can infer about characters and other story elements: character traits.</p> <p>-Students can write about one or two ways the character changes - explain what caused the character to change.</p> <p>-Students can analyze parts of a story in relation to the whole.</p> <p>-Students can write about a life lesson the character learned and explain how a part of the story shows this lesson.</p>	<p>Students know that the history or science a biography teaches usually connects to the subject's life and track these connections on a timeline.</p> <p>-Students can talk about events using prompts</p>
<b>WRITING</b>	<p>Lucy Calkins: Crafting True Stories</p>	<p><i>Lucy Calkins: The Art of Information Writing</i></p>	<p>Lucy Calkins: Changing the World: Persuasive Speeches, Petitions, and Editorials (Bend 1 &amp; 2)</p>	<p><i>Lucy Calkins: Research Clubs</i></p>	<p>Lucy Calkins: Once Upon a Time Adapting and Writing Fairy Tales</p>		



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#### Power Standards

3.W.1A, 3.W.2A, 3.W.3A Introduce the topic or text in narrative, informational, and opinion writing. Group related information together organizing appropriately for selected genre

3.W.1C, 3.W.2C, 3.W.3C Use transition words appropriately in narrative, informational, and opinion writing.

3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

3.W.7 Conduct short research projects that build knowledge about a topic.

3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3.L.1B Form and use regular and irregular plural nouns.

3.L.1E Form and use the simple (I walked, I walk, I will walk) verb tenses.

3.L.1F Ensure subject-verb and pronoun-antecedent agreement

3.L.2A Capitalize appropriate words in titles.

3.L.2D Form and use possessives.

3.L.2E Use conventional patterns for high-frequency and other studied words and for adding suffixes to base words.

3.L.4B Determine the meaning of the new word formed with a known affix is added to a known word (agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

3.SL.3.1C Ask questions to check understanding of information presented, stay on topic, and link comments to remarks of others.

3.SL.3.1D Explain their own ideas and understandings in light of the discussion.

3.SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

#### Essential Skills

Introduce a topic naming the setting and character.	Introduce a topic and hook their reader.	Introduce an opinion in the form of a thesis statement.	Introduce a topic and hook their reader.	Introduce a topic naming the setting and character.		Introduce an opinion in the form of a thesis statement.
Use transition words or transitional phrases to connect parts of	Group related information together.	Group related information together	Group related information together.	Use transition words or transitional		Group related information together



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	<p>their story.</p> <p>Understand the narrative genre and know how to tell a small moment.</p> <p>Follow the writing process from rehearsing, to drafting, to revising and editing.</p>	<p>Use transition words to move from one idea to the next.</p> <p>Write with the purpose of informing others about a topic.</p> <p>Follow the writing process from rehearsing, to drafting, to revising and editing.</p>	<p>organizing appropriately for selected genre</p> <p>Use transition words to connect ideas and build a convincing argument.</p> <p>Write with the purpose of convincing others about an opinion.</p> <p>Follow the writing process from rehearsing, to drafting, to revising and editing.</p>	<p>Students can use transition words to move from one idea to the next.</p> <p>Write with the purpose of informing others about a topic.</p> <p>Conduct research about a topic and then incorporate that into their writing.</p> <p>Follow the writing process from rehearsing, to drafting, to revising and editing.</p>	<p>phrases to connect parts of their story.</p> <p>Students understand the narrative genre and know how to tell a small moment.</p> <p>Students can follow the writing process from rehearsing, to drafting, to revising and editing.</p>		<p>organizing appropriately for selected genre</p> <p>Use transition words to connect ideas and build a convincing argument.</p> <p>Write with the purpose of convincing others about an opinion.</p> <p>Follow the writing process from rehearsing, to drafting, to revising and editing.</p>
<p><b>Essential Knowledge</b></p>	<p>Understand and be able to apply:</p> <p>Introduction</p> <p>Transition words</p> <p>Narrative</p>	<p>Understand and be able to apply:</p> <p>Introduction</p> <p>Transition words</p> <p>Informational</p>	<p>Understand and be able to apply:</p> <p>Thesis</p> <p>Transition words</p> <p>Opinion</p>	<p>Understand and be able to apply:</p> <p>Introduction</p> <p>Transition words</p> <p>Informational</p>	<p>Understand and be able to apply:</p> <p>Introduction</p> <p>Transition words</p> <p>Narrative</p>		<p>Understand and be able to apply:</p> <p>Thesis</p> <p>Transition words</p> <p>Opinion</p>



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	Small Moment Rehearse Draft Revisions Edits	Small Moment Rehearse Draft Revisions Edits	Small Moment Rehearse Draft Revisions Edits	Small Moment Rehearse Draft Revisions Edits	Small Moment Rehearse Draft Revisions Edits		Small Moment Rehearse Draft Revisions Edits
<b>MATH</b>	<b>Module 1: Properties of Mult. &amp; Div. and Solving Problems with Units of 2-5 &amp; 10</b> (25 days) August 11-Sept. 15 <b>Module 2: Place Value and Problem Solving with Units of Measure</b> (25 days) Sept. 19-Oct. 31 <b>Begin Module 3: Mult. &amp; Div. with Units of 0, 1, 6-9, &amp; Multiples of 10</b> (25 days) Nov. 1-Dec. 15		<b>Complete Module 3: Mult. &amp; Div. with Units of 0, 1, 6-9, &amp; Multiples of 10</b> (25 days) Nov. 1-Dec. 15 <b>Module 4: Multiplication and Area</b> (20 days) Jan. 10-Feb. 6 <b>Begin Module 5: Fractions as Numbers on the Number Line</b> (35 days) Feb. 7-Apr. 5		<b>Complete Module 5: Fractions as Numbers on the Number Line</b> (35 days) Feb. 7-Apr. 5 <b>Module 6: Collecting and Displaying Data</b> (10 days) Apr. 9-Apr.20 <b>Module 7: Geometry &amp; Measurement Word Problems</b> (40 days) Apr. 23-June 8 <b>**Consider omitting Module 6 to allow enough time to complete Module 7</b>		
<b>Power Standards</b>	3.OA.03 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.07 Fluently multiply and divide within 100  3.NBT.01 Use place value understanding to round whole numbers to the nearest 10 or 100 3.NBT.02 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.		3.OA.03 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. 3.OA.07 Fluently multiply and divide within 100  3.NF.01 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part of $b$ equal parts 3.NF.02 Understand a fraction as a number on the number line 3.NF.03 Explain equivalence of fractions in special cases		3.OA.07 Fluently multiply and divide within 100  3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.  3.G.01 Understand that shapes in different categories and that shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.		



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	<p>2.NF.03.A Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> <p>2.NF.03.B Recognize and generate simple equivalent fractions, e.g., <math>\frac{1}{2} = \frac{2}{4}</math>, <math>\frac{4}{6} = \frac{2}{3}</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</p> <p>2.NF.03.C Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = \frac{3}{1}</math>; locate <math>\frac{4}{4}</math> and 1 at the same point of a number line diagram.</p> <p>3.NF.03.D Compare fractions with the same numerator or denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> and to justify the conclusions, e.g. by using a visual fractions model.</p> <p>3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units--whole numbers, halves, or quarters</p> <p>3.MD.C.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.</p> <p>3.MD.7b Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p>	
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<p><b>Essential Skills</b></p>	<ol style="list-style-type: none"> <li>1. Identify place value of numbers</li> <li>2. Add/Subtract whole numbers with standard algorithms</li> <li>3. Multiply and divide within 100 to solve word problems and represent using drawings and equations with symbols to represent the unknown quantity</li> <li>4. Use place value to round to the nearest 10 and 100</li> </ol>	<ol style="list-style-type: none"> <li>1. Recognize that two fractions can be equivalent</li> <li>2. Understand a fraction <math>\frac{1}{b}</math> as the quantity formed by 1 part of <math>b</math> equal part</li> <li>3. Understand a fraction as a number on the number line</li> <li>4. Explain why the fractions are equivalent, e.g., by using a visual fraction model.</li> <li>5. Compare fractions with the same numerator or denominator by reasoning about their size.</li> <li>6. Record the results of comparisons with the symbols <math>&gt;</math>, <math>&lt;</math>, or <math>=</math> and to justify the conclusions, e.g. by using a visual fractions model.</li> <li>7. Making a line plot, where the horizontal scale is marked off in appropriate units--whole numbers, halves, or quarters</li> <li>8. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Fluently multiply and divide within 100</li> <li>2. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.</li> <li>3. Understand that shapes in different categories and that shared attributes can define a larger category. Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</li> </ol>
<p><b>Essential Knowledge</b></p>	<p>Students can add and subtract fluently within 1000 using strategies based on place value.</p> <p>Students can multiply and divide within 100 to solve word problems in situations involving equal groups, arrays, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Students can use place value to round numbers to the nearest 10 and 100.</p>	<p>Students can recognize that fractions are a quantity of 1 part of <math>b</math> equal parts.</p> <p>Students can recognize that different fractions can be equivalent</p> <p>Students can express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers</p>	<p>Students can identify different kinds of graphs including bar graphs and line plots.</p> <p>Students can multiply and divide within 100 to solve word problems in situations involving equal groups, arrays, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>Students can name and draw a variety of polygons using their identifying attributes.</p>





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SCIENCE S.S.	REACHES & Geography (4 weeks)	Earth and Space: Weather and Climate (8 weeks)	Economics: Chapter 8 and 9 (4 weeks)	Life: Life in Ecosystems (8 weeks)	Civics: Chapter 10 or 11 (4 weeks)	Physical: Forces and Interactions Science Week: Egg Drop (8 weeks)
Power Standards	Geography 2.1 & 2.2: Use various types of geographic tools to develop spatial thinking. The concept of regions is developed through an understanding of similarities and differences in places.	3-ESS2-1 Represent data in graphical displays to describe typical weather conditions expected during a particular season. 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Economics 3.1: Describe producers and consumers and how goods and services are exchanged.	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Civics 8.3-5 Identify core civic virtues and democratic principles that guide government, society and communities.	3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.



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Essential Skills	<ol style="list-style-type: none"> <li>1. Map reading</li> <li>2. Using compass and key</li> <li>3. Identifying hemispheres</li> <li>4. Reading texts about locations</li> </ol>	-Knowledge about weather patterns.	-Knowledge about markets and how supply and demand work together to affect the prices of goods and services.	-Knowledge about inheritance and traits.	-Learn about things they can do to help the global community.	-Knowledge about balanced and unbalanced forces, gravity, friction, motion, air resistance, pushes and pulls
Essential Knowledge	<ul style="list-style-type: none"> <li>-Students locate key geographic features on a map of Earth: the equator, the prime meridian, the four hemispheres, the four oceans, and seven continents.</li> <li>-Students identify countries on a map.</li> <li>-Students identify states and communities on a map.</li> <li>-Students identify the name of their community and department.</li> </ul>	<ul style="list-style-type: none"> <li>-Students make sense of the data that is necessary to accurately describe the weather of a given location over time.</li> <li>Students figure out how meteorologists collect, analyze, and represent weather data for one day, then for one month, and finally for an entire year.</li> <li>-Students use digital modeling tools and support to figure out that weather follows</li> </ul>	<ul style="list-style-type: none"> <li>-Students identify the different interests of buyers and sellers in a market with respect to price.</li> <li>-Students explain the effects of supply and demand on prices.</li> <li>-Students predict what will happen to prices when supply or demand changes.</li> <li>-Students hypothesize reasons for high or low prices.</li> </ul>	<ul style="list-style-type: none"> <li>-Students dive deep into exploring patterns in the traits of organisms to answer the question of how those traits come to be.</li> <li>-Students explore similarities and variation in the traits of many different organisms,</li> <li>-Students are able to draw conclusions about how organisms get their traits.</li> <li>-Students construct an accurate understanding of the influences that inheritance and the environment play in determining organisms' traits.</li> </ul>	<ul style="list-style-type: none"> <li>-Students identify specific ways of showing public virtue by helping the global community.</li> <li>-Students develop a detailed proposal for a project to help the community.</li> </ul>	<ul style="list-style-type: none"> <li>-Students observe and experience that forces have strength and direction, an object at rest has balanced forces acting on it, and an object in motion has unbalanced forces on it and the strength and direction of those forces affect the object's direction of motion</li> <li>-Students observe balanced and unbalanced contact forces and non-contact forces through a variety of scenarios.</li> <li>• Students observe and write about how unbalanced forces cause motion.</li> <li>Students learn about gravity with an emphasis of forces (pushes and pulls).</li> <li>-Students observe the motion of several different objects in reality and on the video.</li> <li>• Students predict motion and identify patterns.</li> </ul>



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		patterns over time and across space. Using these patterns, they make predictions about the future weather -Students are able to use their best evidence to support written scientific arguments for the location of a reserve.				
SOCIAL STUDIES	*See above.					



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Power Standards						
Essential Skills						
Essential Knowledge						
7 MINDSETS	Trimester 1: Everything is Possible Attitude of Gratitude Live to Give		Trimester 2: 100% Accountable Passion First The Time is Now		Trimester 3: We are Connected The Time is Now	
PBL Units 2021-22		Making the World a Better Place				Egg Drop



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SEL			
	TRIMESTER I	TRIMESTER II	TRIMESTER III
Key Vocabulary or Concepts to teach for better understanding			
Essential SEL Skills to focus on	Everything is Possible Attitude of Gratitude Live to Give	100% Accountable Passion First The Time is Now	We are Connected The Time is Now

GRADE 3 PBL UNITS		
TRIMESTER I	TRIMESTER II	TRIMESTER III
	<u><a href="https://docs.google.com/document/d/1svYpsxvr2sGI_QF5pMK-NJ_W7faY2Q76al1C8XfcKwE/edit">Changing the World</a></u>  <u><a href="https://docs.google.com/document/d/1svYpsxvr2sGI_QF5pMK-NJ_W7faY2Q76al1C8XfcKwE/edit">https://docs.google.com/document/d/1svYpsxvr2sGI_QF5pMK-NJ_W7faY2Q76al1C8XfcKwE/edit</a></u>	Egg Drop Project:  <u><a href="https://drive.google.com/drive/folders/1QTFt_lANbCORrfbrQg4T6fNB8ewCDpW?usp=sharing">https://drive.google.com/drive/folders/1QTFt_lANbCORrfbrQg4T6fNB8ewCDpW?usp=sharing</a></u>