



## Second Grade Digital Learning Project Winter 2023

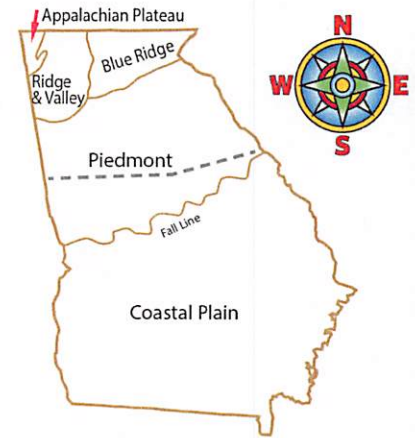
Student Name: \_\_\_\_\_

### Use What You Have to Get What You Need

The Cherokee Indians lived in the northern part of Georgia near the Ridge and Valley region. The Creek lived in the Coastal Plain region near the Chattahoochee River along the fall line in southern Georgia.

The Creek and Cherokee used the plants, animals, and materials in their environment as resources for food, shelter, clothing, and tools. Examples are tree bark, animal skins or hides, stones, logs, mud, deer meat, fish, plants, and berries.

**Your Task:** Look at the details in the photo. List resources you see in the photo that the Creek and Cherokee might have used for food, shelter, clothing, and tools. Then explain how these resources in the environment might have been used by the Creek and Cherokee. Record your thoughts on the "Resources in the Environment" sheet. Be sure to include plants, animals, and other resources.



Matter is the substance all things are made of. Matter is all around us and exists in three states: solid, liquid, and gas. Water is a liquid. Popsicles and ice cubes are solids. Solid matter has a definite shape. Liquid matter takes on the shape of its container. Gasses (air and steam) do not have a fixed shape. Shape is a physical attribute of matter.

**Your Task:** Find matter in your home. Write or draw a picture of the items you find under the column that describes them on the "Matter is All Around" sheet. Write a letter to your teacher explaining how you determined which column to place your item in.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Matter is All Around

Find matter in your home. Write or draw a picture of the items you find under the column that describes them. On the next page, write a letter to your teacher explaining how you determined which column to place your items in.

<b>Solids</b>	<b>Liquids</b>



**Math Warm-Up**

You may want to review the anchor charts and watch the video to remind you of the addition and subtraction strategies.

<h3>Measuring Length</h3> <p>Length is how long or how far away something is.</p> <p><b>CUSTOMARY</b> units <b>METRIC</b> units</p> <p><b>Inch (in)</b> a small paper-clip</p> <p><b>Foot (ft)</b> the length of a ruler</p> <p><b>Yard (yd)</b> about the width of a door</p> <p>1 foot = 12 inches</p> <p>1 yard = 36 inches</p> <p>1 yard = 3 feet</p> <p>1 meter = 100 centimeters</p> <p>1 meter = 100 centimeters</p> <p>inch ruler      centimeter ruler</p> <p>yard stick      meterstick</p> <p>measuring tape</p>	<h3>Super Measurement Strategies</h3> <p><b>Measure with models</b></p> <p>The pencil is 5 tiles long.</p> <p><b>Measure with a ruler</b></p> <p>The pencil is 5 inches long.</p> <p><b>Estimate your measurement</b></p> <p>I think this pencil will be 8 inches because...</p> <p><b>Measure in feet</b></p> <p>12 inches = 1 foot</p> <p>18 inches = 1 foot 6 inches</p> <p>24 inches = 2 feet</p> <p><b>Choose your measurement tool</b></p> <p>inches      yard stick      string</p> <p><b>Display measurement as data</b></p>
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## ESTIMATING DISTANCE

Directions: Determine which letter best represents the length/height. Circle it

Inch (in)	Foot (ft)	Yard (yd)	Mile (mi)
An inch is about the distance of the last joint of your finger	A foot is 12 inches. The length of a ruler	1 yard is the same as 3 feet. From the floor to a door knob is about 1 yard	A mile is 5280 feet. Most major roads are at least a mile long
<b>Popcorn</b> A. 1 inch B. 3 feet C. 1 mile D. 7 inches	<b>Lollipop</b> A. 1 mile B. 1 foot C. 5 inches D. 3 inches	<b>Desk</b> A. 2 yards B. 2 feet C. 11 inches D. 6 inches	
<b>Ferris Wheel</b> A. 6 yards B. 1 mile C. 75 feet D. 100 inches	<b>Toothbrush</b> A. 10 feet B. 1 yard C. 7 inches D. 4 inches	<b>Can of Soda</b> A. 1 yard B. 4 inches C. 1 foot D. 1 inch	

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Use the [printed ruler](#) to select and measure the length of 5 items that you selected for matter around home.

Item 1 was a \_\_\_\_\_ . It was \_\_\_\_\_ inches long.

Item 2 was a \_\_\_\_\_ . It was \_\_\_\_\_ inches long.

Item 3 was a \_\_\_\_\_ . It was \_\_\_\_\_ inches long.

Item 4 was a \_\_\_\_\_ . It was \_\_\_\_\_ inches long.

Item 5 was a \_\_\_\_\_ . It was \_\_\_\_\_ inches long.

### Optional Open Middle Math Challenge with Family

Can you and your family members find more than one solution to solve this problem? You may want to cut the numbers 0-9 apart to help you solve this problem.

0	1	2	3	4
5	6	7	8	9

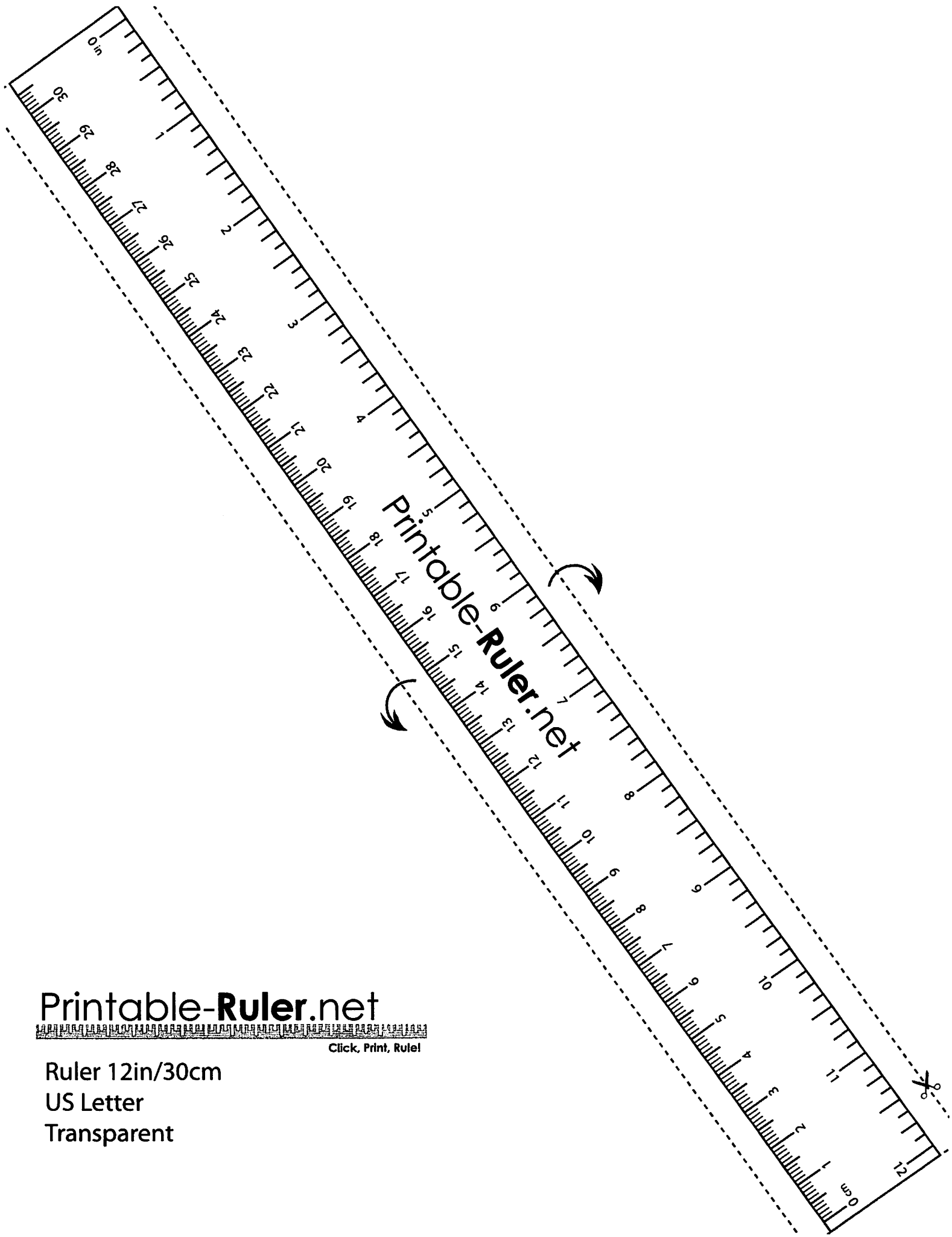
### ADDING AND SUBTRACTING TWO-DIGIT WHOLE NUMBERS

Directions: Directions: Use the digits 0 to 9, at most one time each, to make a true statement.

$$\square\square - \square\square = \square\square + \square\square$$

Hint

What's your best first move? Does it make more sense to start with the addition or subtraction?  
What's the greatest value you can find? smallest value?



Printable-Ruler.net



Click, Print, Rule!

Ruler 12in/30cm

US Letter

Transparent