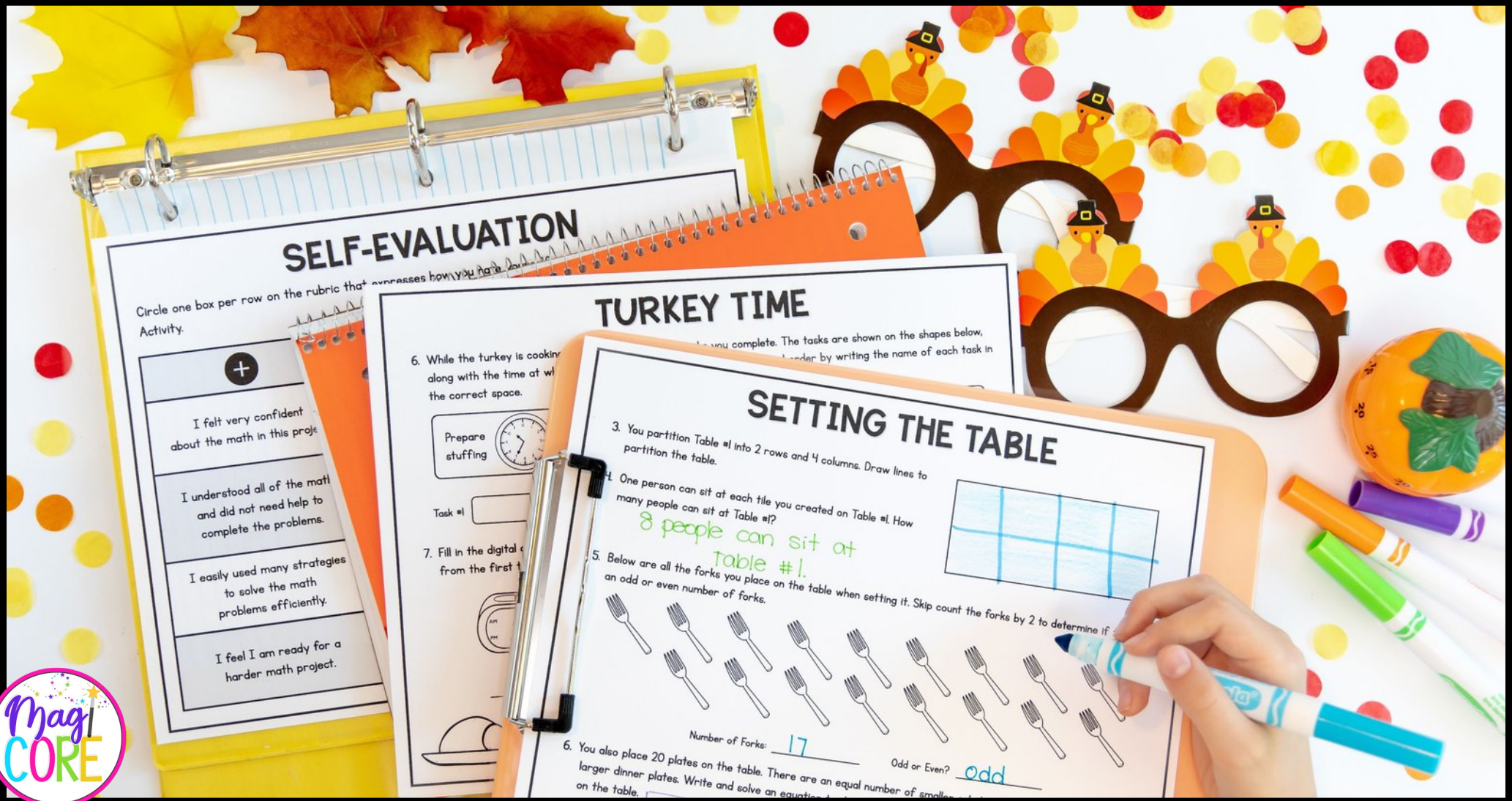
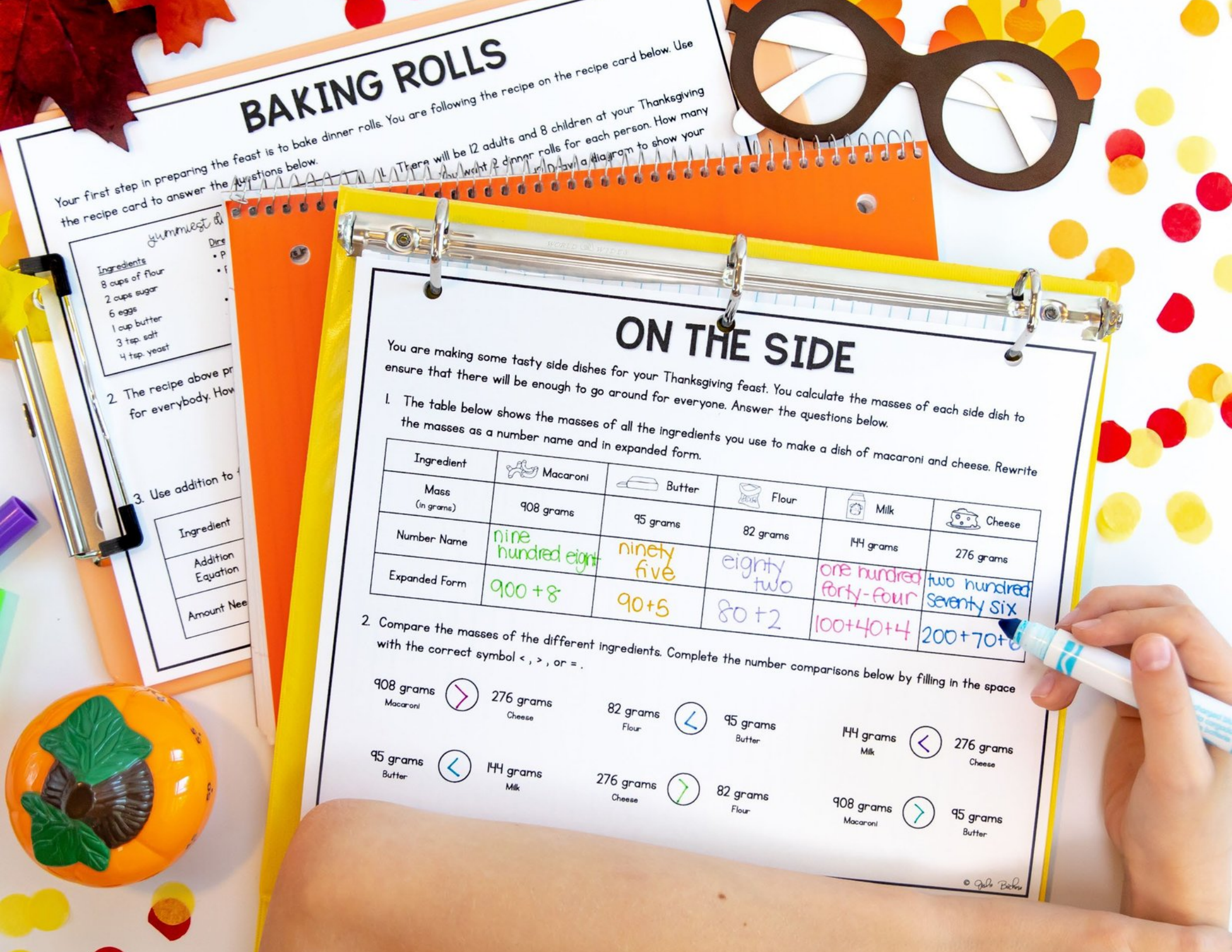
THANKSGIVING FEAST

Project Based Learning

2nd Grade Print & Google Slides





BAKING ROLLS

Your first step in preparing the feast is to bake dinner rolls. You are following the recipe on the recipe card below. Use the recipe card to answer the questions below.

Ingredients
8 cups of flour
2 cups sugar
6 eggs
1 cup butter
3 tsp. salt
4 tsp. yeast

2. The recipe above pr
for everybody. How

3. Use addition to

Ingredient	
Addition Equation	
Amount Nee	

ON THE SIDE

You are making some tasty side dishes for your Thanksgiving feast. You calculate the masses of each side dish to ensure that there will be enough to go around for everyone. Answer the questions below.

1. The table below shows the masses of all the ingredients you use to make a dish of macaroni and cheese. Rewrite the masses as a number name and in expanded form.

Ingredient	Macaroni	Butter	Flour	Milk	Cheese
Mass (in grams)	908 grams	95 grams	82 grams	144 grams	276 grams
Number Name	nine hundred eight	ninety five	eighty two	one hundred forty-four	two hundred seventy six
Expanded Form	900 + 8	90 + 5	80 + 2	100 + 40 + 4	200 + 70 + 6

2. Compare the masses of the different ingredients. Complete the number comparisons below by filling in the space with the correct symbol < , > , or = .

908 grams Macaroni > 276 grams Cheese

82 grams Flour < 95 grams Butter

144 grams Milk < 276 grams Cheese

95 grams Butter < 144 grams Milk

276 grams Cheese > 82 grams Flour

908 grams Macaroni > 95 grams Butter

© Gabi Bachar

PIES GALORE

You have a pie extravaganza planned for dessert! All the pies you baked are the same size, but you cut each pie into a different number of pieces. Answer the questions.



Apple

Cherry

Peanut Butter

1. Partition the
apple pie is

2. Partition
of pum

3. Part
pe

4. F

. Each piece of

SETTING THE TABLE

The feast is almost ready! You are setting the table so that everyone can take a seat and get ready to eat. Answer the questions below.

1. Since there are so many people at your feast, you have three different tables set up to fit everyone
are shown below. Name the shape of each table in the spaces.



Table 1

rectangle



Table 2

hexagon

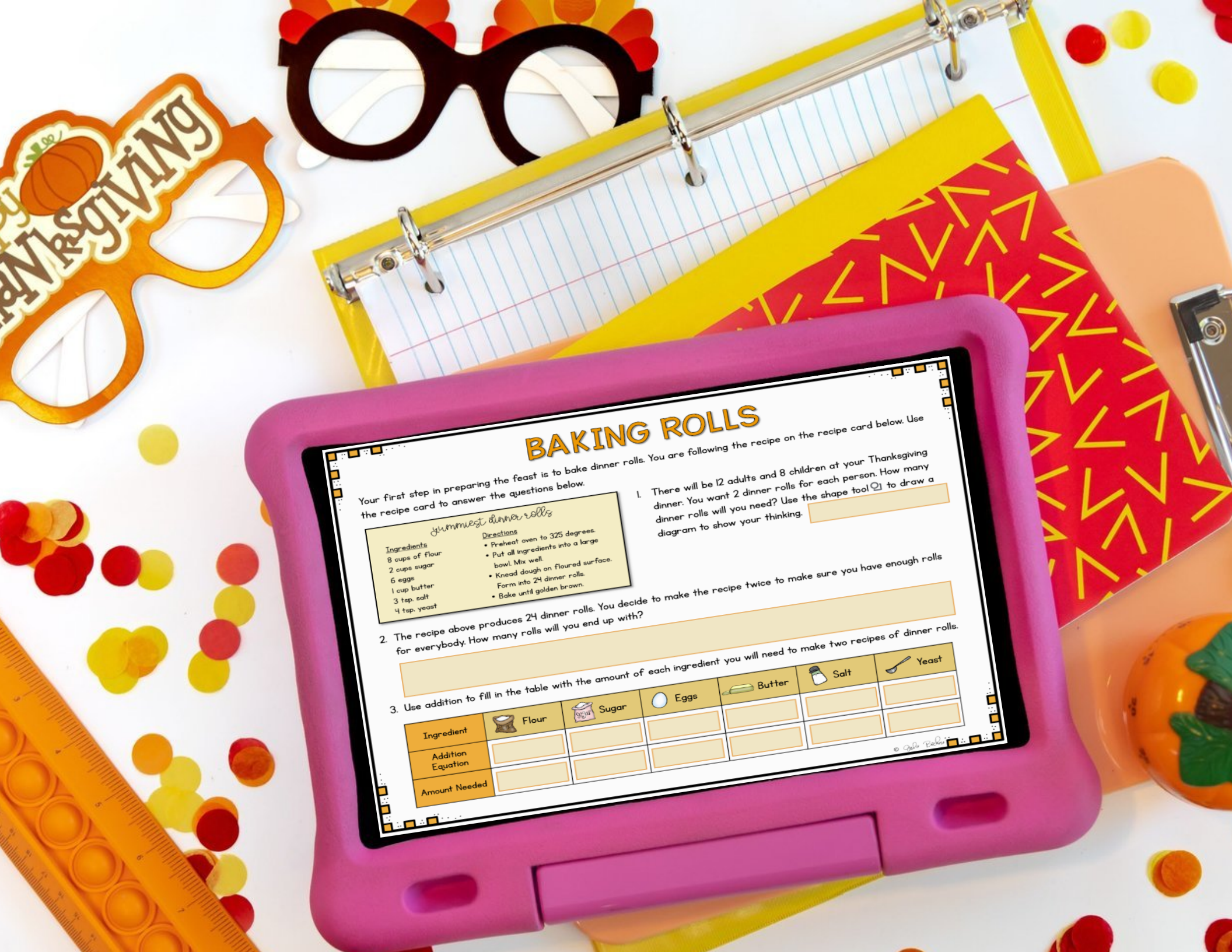


Table 3

pentagon

2. Identify how many sides and angles each table has.

Table	Number of Sides	Number of Angles
Table #1	4	4
Table #2	6	6
Table #3	5	


BAKING ROLLS
Your first step in preparing the feast is to bake dinner rolls. You are following the recipe on the recipe card below. Use the recipe card to answer the questions below.
yummiest dinner rolls
Ingredients
8 cups of flour
2 cups sugar
6 eggs
1 cup butter
3 tsp. salt
4 tsp. yeast
Directions
• Preheat oven to 325 degrees.
• Put all ingredients into a large bowl. Mix well.
• Knead dough on floured surface. Form into 24 dinner rolls.
• Bake until golden brown.
1. There will be 12 adults and 8 children at your Thanksgiving dinner. You want 2 dinner rolls for each person. How many dinner rolls will you need? Use the shape tool to draw a diagram to show your thinking.
2. The recipe above produces 24 dinner rolls. You decide to make the recipe twice to make sure you have enough rolls for everybody. How many rolls will you end up with?
3. Use addition to fill in the table with the amount of each ingredient you will need to make two recipes of dinner rolls.
Ingredient
Flour
Sugar
Eggs
Butter
Salt
Yeast
Addition Equation
Amount Needed


CHALLENGE #1: UNCLE TRAVIS' PLATE
Uncle Travis has been waiting all year for the Thanksgiving feast! He is so hungry that he has several servings of his favorite Thanksgiving dishes. The data about how many servings of each dish Uncle Travis ate is on the clipboard. Plot the data on the bar graph. Click on each bar and drag to resize.
Dish
Servings Consumed
Turkey 4
Stuffing 2
Mac & Cheese 5
Sweet Potatoes 3
UNCLE TRAVIS' SERVINGS OF THANKSGIVING DISHES
NUMBER OF SERVINGS EATEN BY UNCLE TRAVIS
0
1
2
3
4
5
6
Turkey
Stuffing
Mac & Cheese
Sweet Potatoes
THANKSGIVING DISH

TABLE OF CONTENTS

1. Teacher Directions & Standards Addressed
2. Student Directions
3. Baking Rolls (Addition, Arrays)
4. On the Side (Naming & Comparing Numbers, Addition & Subtraction)
5. Turkey Time (Time)
6. Pies Galore (Fractions, Word Problems)
7. Setting the Table (Geometry)
8. Challenge #1: Uncle Travis' Plate
9. Challenge #2: Corn on the Cob
10. Challenge #3: Word Problems
11. Self-Reflection & Evaluation
12. Answer Key



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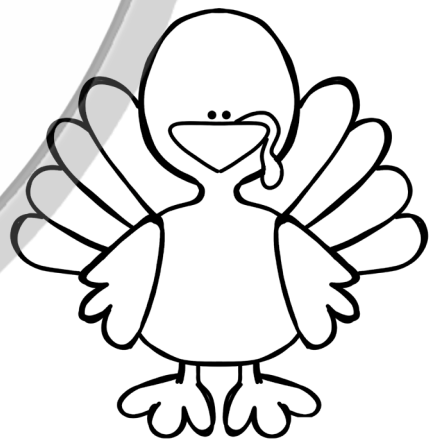
FOR THE TEACHER

THANKSGIVING FEAST is a project-based learning task that involves using second grade math standards to plan for a Thanksgiving feast. It was created for students in second grade. The following standards are addressed:

- 2.OA.A.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all position.
- 2.OA.B.2 Fluently add and subtract within 20 using mental strategies.
- 2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
- 2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- 2.NBT.A.2 Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.
- 2.NBT.B.7 Add and subtract within 1000.
- 2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- 2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories.
- 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths.

DIRECTIONS:

1. Assign students to work alone or in small groups.
2. Preview the activity with your students.
3. Allow students class time to complete the activity. This can span several days.
4. Allow students an opportunity to complete extra challenge activities (Optional).
5. Allow students to complete the self-reflection and evaluation rubric.
6. Allow students an opportunity to share their completed projects.



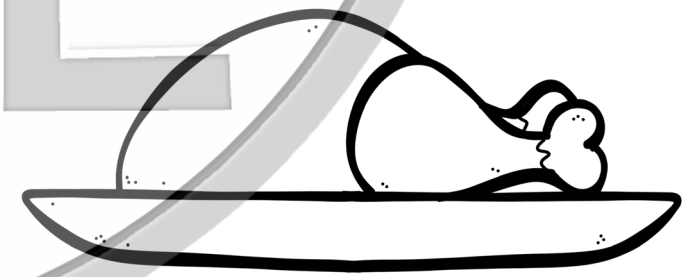
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THANKSGIVING FEAST

Thanksgiving is here, and your extended family has gathered at your house to celebrate the holiday! You are in charge of planning, preparing, and serving a magnificent and delicious Thanksgiving feast for your relatives to enjoy.

Here are your tasks:

- Read through the entire packet before beginning.
- Determine the ingredients and baking time for dinner rolls and arrange them on the baking sheets.
- Calculate the masses of all the ingredients to make your side dishes, like macaroni and cheese and sweet potato casserole.
- Time how long you need to cook the turkey.
- Bake and divide five types of pie into equal parts and solve word problems about the pies.
- Use geometry to set the tables for the feast.
- Complete the challenge pages. (Optional)
- Complete the self-reflection and evaluation rubric.



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BAKING ROLLS

Your first step in preparing the feast is to bake dinner rolls. You are following the recipe on the recipe card below. Use the recipe card to answer the questions below.

yummiest dinner rolls

Ingredients

8 cups of flour
2 cups sugar
6 eggs
1 cup butter
3 tsp. salt
4 tsp. yeast

Directions

- Preheat oven to 325 degrees.
- Put all ingredients into a large bowl. Mix well.
- Knead dough on floured surface. Form into 24 dinner rolls.
- Bake until golden brown.

1. There will be 12 adults and 8 children at your Thanksgiving dinner. You want 2 dinner rolls for each person. How many dinner rolls will you need? Draw a diagram to show your thinking.

2. The recipe above produces 24 dinner rolls. You decide to make the recipe twice to make sure you have enough rolls for everybody. How many rolls will you end up with?

3. Use addition to fill in the table with the amount of each ingredient you will need to make two recipes of dinner rolls.

Ingredient	Flour	Sugar	Eggs	Butter	Salt	Yeast
Addition Equation						
Amount Needed						

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ON THE SIDE

The table below shows all the ingredients you use in a sweet potato casserole, but some of the masses are missing. Answer the questions below to determine the missing masses of the ingredients. Show your work.

Ingredient	Sweet Potatoes	Brown Sugar	Butter	Flour	Milk	Eggs	Nutmeg	Pecans
Mass (in grams)				55 grams		47 grams		

3. The mass of the sweet potatoes is 435 grams more than the mass of the flour. Fill in the mass in the table.

4. The mass of the eggs and milk together is 152 grams. Fill in the mass of the milk in the table.

5. The mass of the nutmeg is the same as the difference in the mass of the flour and eggs. Fill in the mass in the table.

6. The mass of the flour, milk, and butter all together is 208 grams. Fill in the mass of the butter in the table.

7. The mass of the pecans is 45 grams more than the mass of the nutmeg. Fill in the mass of the pecans in the table.

8. The total mass of the casserole is 874 grams. What is the mass of the brown sugar? Fill in the mass in the table.

9. You put the casserole in a dish that weighs 100 grams. What is the total mass of the casserole with the dish?

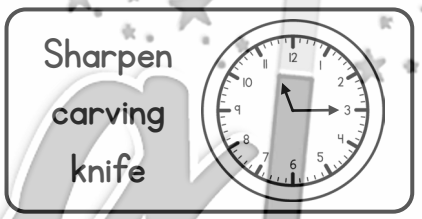
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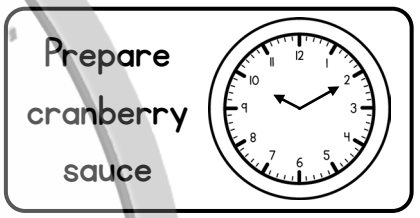
TURKEY TIME

6. While the turkey is cooking, there are some other tasks you complete. The tasks are shown on the shapes below, along with the time at which you began each task. Put into chronological order by writing the name of each task in the correct space.



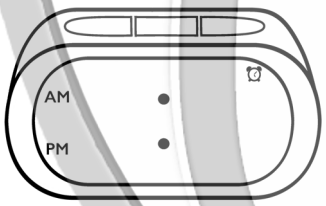




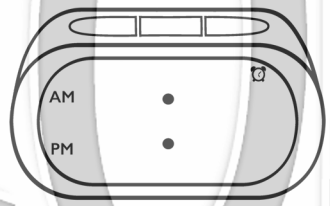


Task #1 _____ Task #2 _____ Task #3 _____ Task #4 _____

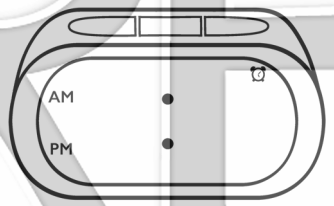
7. Fill in the digital clocks below with the times at which you started each task, and label each task name. Go in order from the first task you started to the last task.



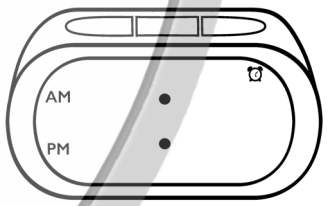
Task #1 _____



Task #2 _____



Task #3 _____



Task #4 _____

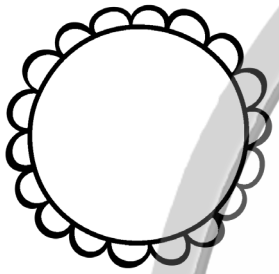
8. Do you think these clocks show time in AM or PM? Explain.



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PIES GALORE

You have a pie extravaganza planned for dessert! All the pies you baked are the same size, but you cut each pie into a different number of pieces. Answer the questions.



Apple



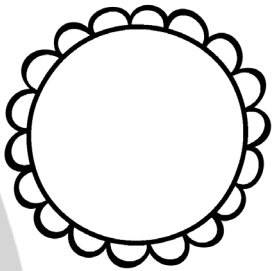
Pumpkin



Pecan



Cherry



Peanut Butter

1. Partition the apple pie into four equal pieces. The apple pie is divided into _____ . Each piece of apple pie is $\frac{\square}{\square}$ of the whole pie.

2. Partition the pumpkin pie into two equal pieces. The pumpkin pie is divided into _____ . Each piece of pumpkin pie is $\frac{\square}{\square}$ of the whole pie.

3. Partition the pecan pie into three equal pieces. The pecan pie is divided into _____ . Each piece of pecan pie is $\frac{\square}{\square}$ of the whole pie.

4. Partition the cherry pie into four equal pieces. The cherry pie is divided into _____ . Two pieces of cherry pie is $\frac{\square}{\square}$ of the whole pie.

5. Partition the peanut butter pie into three equal pieces. The pie is divided into _____ . Two pieces of peanut butter pie is $\frac{\square}{\square}$ of the whole pie.

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SETTING THE TABLE

The feast is almost ready! You are setting the table so that everyone can take a seat and get ready to eat. Answer the questions below.

1. Since there are so many people at your feast, you have three different tables set up to fit everyone. The tables are shown below. Name the shape of each table in the spaces.



Table 1 _____



Table 2 _____

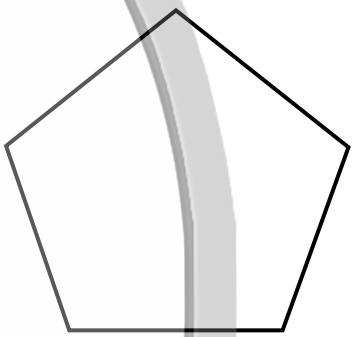
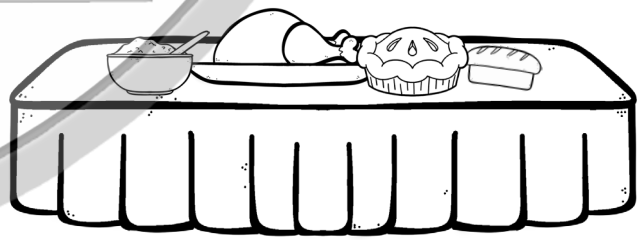


Table 3 _____

2. Identify how many sides and angles each table has.

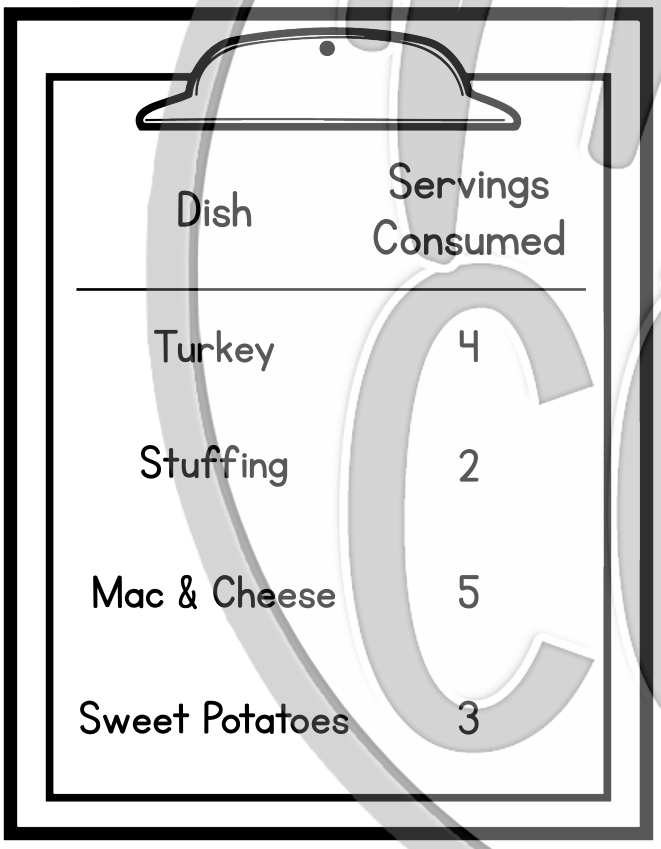
Table	Number of Sides	Number of Angles
Table #1		
Table #2		
Table #3		



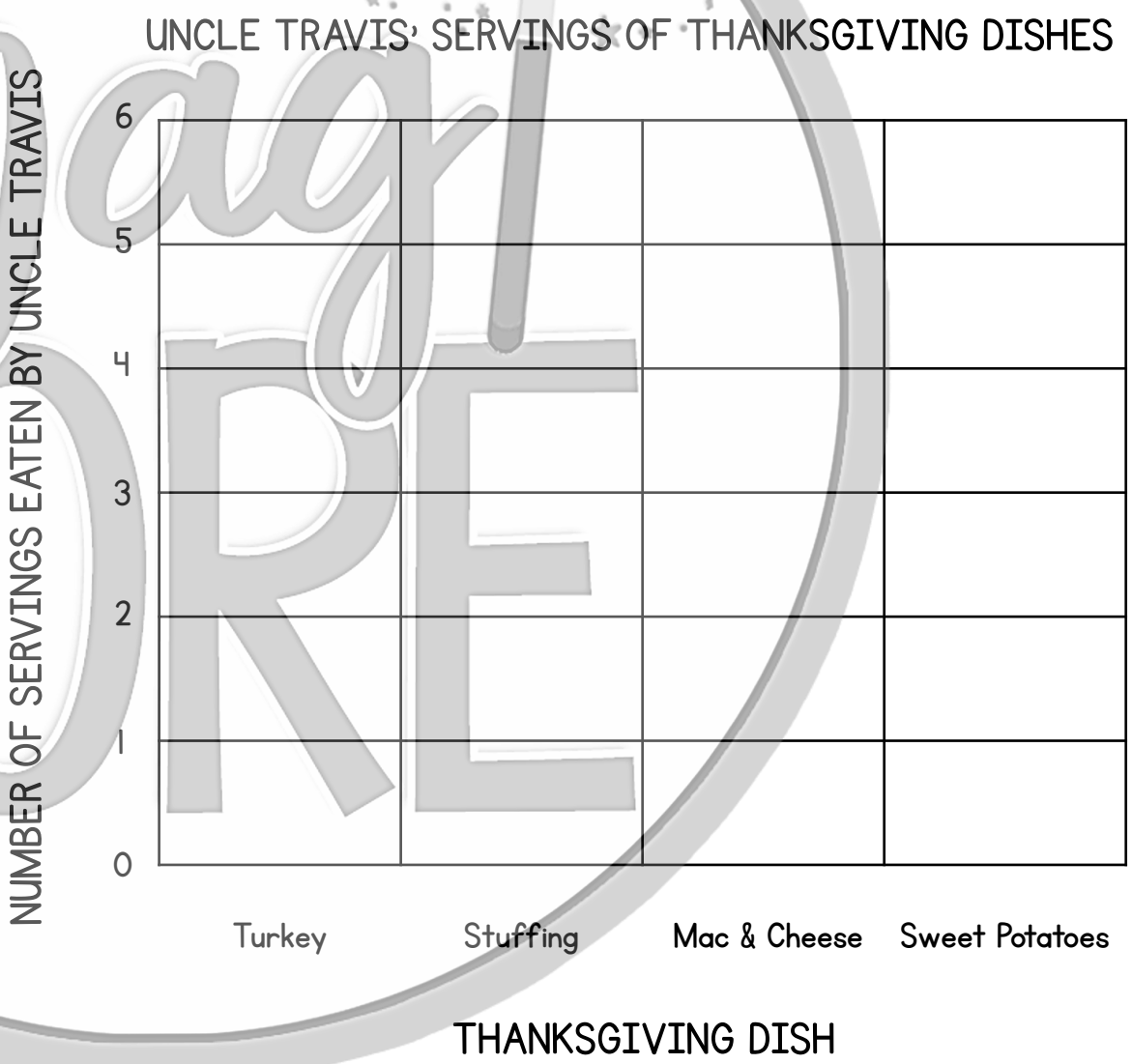
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CHALLENGE #1: UNCLE TRAVIS' PLATE

Uncle Travis has been waiting all year for the Thanksgiving feast! He is so hungry that he has several servings of his favorite Thanksgiving dishes. The data about how many servings of each dish Uncle Travis ate is on the clipboard. Plot the data on the bar graph by shading each bar.



Dish	Servings Consumed
Turkey	4
Stuffing	2
Mac & Cheese	5
Sweet Potatoes	3



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SELF-REFLECTION

Write a reflection of your experience with this project. How did you feel about the math problems and activities? Explain what you found easy to do and any difficulties you had while working on this project. Did you enjoy this activity? Why or why not?

RATE THIS PROJECT

Circle the statement you most agree with.

I am ready for something harder. This was just right. I found this very challenging.

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SELF-EVALUATION

Circle one box per row on the rubric that expresses how you rate yourself on this Project Based Learning Activity.

+	✓	−
I felt very confident about the math in this project.	I felt pretty good about my ability to complete the math in this project.	I felt a lot of the math in this project was too hard for me to do alone.
I understood all of the math and did not need help to complete the problems.	I understood most of the math but needed a little help to solve some of the problems.	I understood some of the math but needed help to complete most of the problems.
I easily used many strategies to solve the math problems efficiently.	I needed some help to use the best strategies for solving the math problems.	I had trouble understanding the best way to solve many of the math problems.
I feel I am ready for a harder math project.	I feel I would like to spend more time practicing similar math problems.	I feel I need assistance to work on similar math problems

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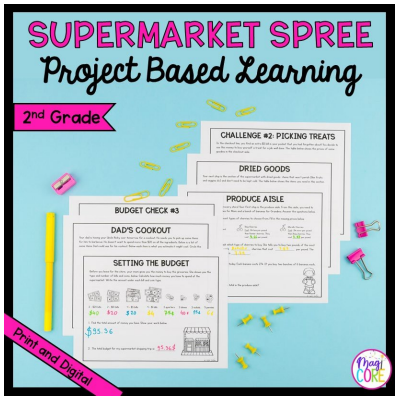
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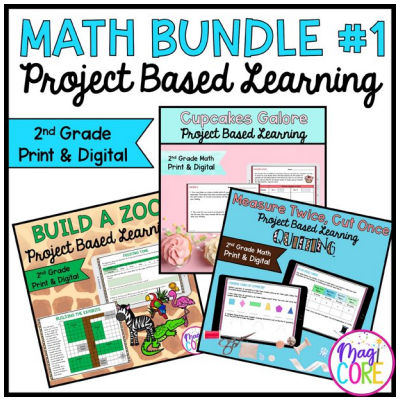
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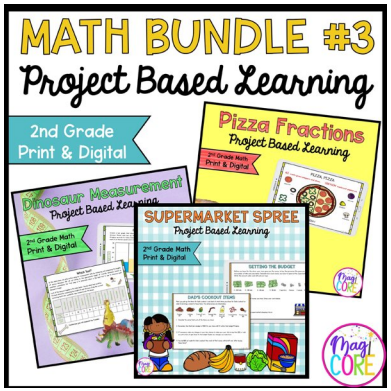
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