1st Grade Math Distant Learning Plans

Day	Workbook Page	Standard
1	3-5	1.NBT.A.1 – Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.
2	6-7	1.OA.C.7 – Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.
3	8-10	1.OA.C.8 – Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
4	11-13	1.NBT.B.2 – Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a) 10 can be thought of as a bundle of ten ones – called a "ten." b) the numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c) The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, either, or nine tens (and 0 ones)
5	14-16	1.NBT.B.3 – Compare two two-digit numbers based on meanings of the tens and one's digits, recording the results of comparisons with the symbols >, =, and <.
6	17-18	1.NBT.C.5 – Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning being used.
7	19-20	1.NBT.C.6 – Subtract multiples of ten in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
8	21-23	1.MD.C.4 – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less in one category than in another.
9	24-25	
10	26-30	1.MD.A.1 – Order three objects by length; compare the lengths of two objects indirectly by using a third object. 1.MD.A.2 – Express the length of an object as whole number of length units, by laying multiple copies of a shorter object end to end; understand that then length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
11	31-33	1.MD.B.3 – Tell and write time in hours and half-hours using analog and digital clocks.
12	34-35	
13	36-37	1.G.A.3 – Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.
14	38-39	1.NBT.C.4 – Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models, or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
15	40	