



SPED- Resource and Inclusion Math Instructional Plan: First Semester

Course Overview

The Special Education Math Support is provided for grades Pre-school-6th grade with the goal to provide individual, whole group, and/or small group instruction for students receiving special education services for Mathematics. Instruction is aligned with each student's Individualized Education Plan (IEP), grade level TEKs, classroom instruction, identified areas of mathematical need, and real world application to Math and STEM related services.

Services may be provided through resource pullout instruction, inclusion support in their general education classroom, or a combination of both. The goal is to build foundational skills, access grade level mathematics, develop independence, and make measurable progress toward IEP goals.

Course Goal

Students will:

- Build numbers sense and math fluency
- Strengthen problem solving skills
- Progress/mastery toward IEP goals
- Use accommodations and math tools effectively and consistently
- Build confidence and independence
- Learn to apply and incorporate math to everyday life

Contact Information

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Classroom Expectations

- Be Respectful
- Be Responsible
- Do Your Best
- Support Each Other

Expectation 1: Show Respect

- Speak and act with kindness toward others
- Listen attentively when the teacher or classmates are speaking
- Follow directions promptly and appropriately
- Take turns, raise your hand, and allow others the opportunity to participate



SPED- Resource and Inclusion Math Instructional Plan: First Semester

Expectation 2: Take Responsibility

- Come to class prepared with the materials you need
- Stay focused and complete assignments to the best of your ability
- Use classroom materials, technology, and shared spaces appropriately
- Take ownership of your learning and ask for help or support when needed – Use classroom materials, technology, and resources responsibly
- Arrive on time, prepared, and ready to participate

Expectation 3: Support Each Other

- Keep your hands, feet, and personal belongings to yourself
- Move safely and calmly throughout the classroom
- Communicate with an adult when you have a concern, problem, or need support

Expectation 4: Do Your Best

- Use your accommodations, supports, and learning strategies to help you succeed
- Stay engaged and give your best effort, even when learning is challenging
- Recognize and celebrate your progress, effort, and achievements—every step of growth matters

Attendance Policy & Its Importance

Regular and consistent attendance is essential for student progress, especially for those receiving special education services. The support outlined in a student's IEP is based on specific instructional time and accommodations designed to meet individual academic and behavioral goals. When students attend daily, they benefit from consistent routines, targeted instruction, and the interventions necessary for their growth. Missing class time—whether in a resource or inclusion setting—can disrupt learning progress and delay mastery of critical skills. Consistent attendance ensures students receive the full benefit of their services, build confidence, and stay on track with their individualized goals.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.



SPED- Resource and Inclusion Math Instructional Plan: First Semester

Class Routine (Pullout Support Schedule)

Do Now- Math Fluency (5 minutes) (I Do)

Quick math practice for number and math fact fluency

Small Group Practice (We Do) (10 Minutes)

The teacher and students work together to solve problems.

Partner Practice (We Do) (10 Minutes)

Practice with a partner and show different ways to solve the problem.

Independent Practice Exit Ticket (I Do) (5 Minutes)

Students show what they know so students and the teacher can assess what they know and need to still grow.

PK–6 Resource Math Objectives

Program Focus: Build strong **number sense**, develop **math fact/computational fluency**, and teach students to **apply mathematics independently to everyday life, STEM, and problem-solving situations**.

Preschool

1. Number Sense & Counting

- Count objects with one-to-one correspondence.
- Recognize numerals and connect numerals to quantities.
- Compare groups using **more, less/fewer, and same**.
- Begin composing and decomposing small quantities.

2. Early Addition & Subtraction

- Use objects to model **putting together** and **taking away**.
- Develop early fluency with quantities to 5.
- Subitize small groups without counting every object.

3. Everyday Math & STEM Exploration

- Sort and classify objects.



SPED- Resource and Inclusion Math Instructional Plan: First Semester

- Compare size, length, weight, and capacity.
- Recognize and build shapes and patterns.
- Use counting and measurement during play, cooking, building, and classroom routines.

Kindergarten

1. Numbers & Number Sense

Priority TEKS: K.2

- Read, write, represent, compare, and order numbers.
- Compose and decompose numbers.
- Develop strong understanding of quantities and the number line.

2. Addition & Subtraction Foundations

Priority TEKS: K.3

- Model joining and separating situations.
- Build addition/subtraction fluency within 5.
- Develop mental strategies rather than relying only on counting.

3. Real-World Math & STEM

Priority TEKS: K.1, K.7–K.9

- Solve simple real-world problems.
- Identify, sort, and construct shapes.
- Compare measurable attributes.
- Collect and organize simple data.

1st Grade

1. Place Value & Number Sense

Priority TEKS: 1.2

- Understand tens and ones.
- Compare and order numbers.
- Compose and decompose numbers.
- Use number lines and mental math.



SPED- Resource and Inclusion Math Instructional Plan: First Semester

2. Addition & Subtraction Fluency

Priority TEKS: 1.3

- Develop **automaticity with basic addition and subtraction facts**.
- Use doubles, make-10, related facts, and fact families.
- Solve addition and subtraction problems efficiently.

3. Everyday Problem Solving

Priority TEKS: 1.1, 1.4, 1.7–1.9

- Apply addition and subtraction to word problems.
- Use money, measurement, time, geometry, and data.
- Explain how an answer was found and determine whether it makes sense.

2nd Grade

1. Place Value & Number Relationships

Priority TEKS: 2.2

- Read, write, compare, order, compose, and decompose numbers.
- Understand hundreds, tens, and ones.
- Use number relationships and estimation.

2. Addition & Subtraction Fluency

Priority TEKS: 2.4

- Master basic addition/subtraction facts.
- Add and subtract multi-digit numbers efficiently.
- Use mental math and estimation to check answers.

3. Applied Math & STEM

Priority TEKS: 2.1, 2.9–2.11

- Solve real-life multi-step situations.
- Apply money, time, length, measurement, graphs, and data.
- Measure, compare, collect data, and solve practical problems.

3rd Grade



SPED- Resource and Inclusion Math Instructional Plan: First Semester

1. Multiplication & Division Foundations

Priority TEKS: 3.4

- Understand multiplication as equal groups and arrays.
- Understand division as sharing and grouping.
- Develop **multiplication/division fact fluency**.
- Connect multiplication and division fact families.

2. Number Sense & Computation

Priority TEKS: 3.2–3.5

- Strengthen place value.
- Add and subtract accurately and efficiently.
- Develop fraction understanding.
- Estimate and use mental math to determine reasonableness.

3. Real-World & STEM Problem Solving

Priority TEKS: 3.1, 3.6–3.8

- Apply operations to everyday word problems.
- Work with money, time, measurement, area, perimeter, graphs, and data.
- Choose the correct operation from the context of a problem.

4th Grade

1. Multiplication & Division Fluency

Priority TEKS: 4.4

- Maintain automatic recall of multiplication/division facts.
- Multiply multi-digit numbers.
- Divide using efficient strategies.
- Use estimation and mental math to check computations.

2. Fractions, Decimals & Number Sense

Priority TEKS: 4.2–4.3

- Compare and represent fractions.
- Understand equivalent fractions.



SPED- Resource and Inclusion Math Instructional Plan: First Semester

- Connect fractions and decimals.
- Add and subtract fractions with common denominators.

3. Applied Math & STEM

Priority TEKS: 4.1, 4.5–4.9

- Solve multi-step real-world problems.
- Apply measurement, area, perimeter, angles, data, money, and financial literacy.
- Use mathematics in building, designing, measuring, budgeting, and STEM investigations.

5th Grade

1. Computational Fluency

Priority TEKS: 5.3

- Fluently add, subtract, multiply, and divide whole numbers.
- Apply operations with decimals and fractions.
- Maintain multiplication/division fact automaticity.
- Estimate to determine whether answers are reasonable.

2. Fractions, Decimals & Numerical Relationships

Priority TEKS: 5.2–5.4

- Compare and order fractions and decimals.
- Perform operations involving fractions and decimals.
- Understand numerical expressions and relationships.

3. Real-World & STEM Application

Priority TEKS: 5.1, 5.4–5.9

- Solve multi-step real-world problems.
- Apply volume, measurement, geometry, coordinate grids, data, and financial literacy.
- Use mathematics for budgeting, shopping, designing, measuring, science investigations, and interpreting data.



SPED- Resource and Inclusion Math Instructional Plan: First Semester

6th Grade

1. Rational Number & Computational Fluency

Priority TEKS: 6.2–6.3

- Fluently operate with positive rational numbers.
- Develop fluency with integers.
- Work confidently with fractions, decimals, and whole numbers.
- Estimate and use number sense to check reasonableness.

2. Ratios, Rates, Percents & Algebra Readiness

Priority TEKS: 6.4–6.7

- Understand ratios and rates.
- Connect fractions, decimals, and percents.
- Write and solve expressions and equations.
- Recognize relationships between quantities.
- Build the foundation needed for Algebra.

3. Real-World, Financial & STEM Application

Priority TEKS: 6.1, 6.4, 6.8–6.14

- Apply ratios, rates, percentages, measurement, geometry, and data to real situations.
- Solve problems involving budgets, discounts, taxes, savings, and personal finance.
- Read tables, graphs, and data.
- Apply math to science, engineering, technology, measurement, design, and decision-making.

PK–6 Vertical Skill Progression

PK–K:

Counting → quantities → number recognition → composing/decomposing → early addition/subtraction

Grades 1–2:

Place value → addition/subtraction fact fluency → multi-digit computation → everyday application



SPED- Resource and Inclusion Math Instructional Plan: First Semester

Grade 3:

Multiplication/division concepts → multiplication/division fact fluency → fractions → multi-step application

Grade 4:

Multiplication/division mastery → fractions/decimals → measurement & multi-step problem solving

Grade 5:

Whole-number computational fluency → fraction/decimal operations → expressions → applied mathematics

Grade 6:

Rational-number fluency → ratios/rates/percents → equations → algebra readiness → financial/STEM application

Three Priorities Across Every Grade

1. KNOW NUMBERS

Develop number sense and understand how numbers relate to one another.

2. BECOME FLUENT

Develop increasingly automatic and efficient recall/computation so basic mathematics does not interfere with higher-level problem solving.

3. USE MATH

Apply mathematics to **money, time, measurement, cooking, shopping, data, science, technology, engineering, design, and everyday problem solving.**

Course Resources

- STEM Scopes
- Iready-Math
- Goolbook provided by district
- UFLI Program
- Classwork folder and notebook, and visual supports
- Instructional accommodations and modifications as outlined in students' IEPs
- Digital tools (tablets provided by Midland ISD)

Grading Policy

According to Midland ISD Grading Policy:



SPED- Resource and Inclusion Math Instructional Plan: First Semester

The summative evaluation of a student's grade during a grading period will be based on sufficient evidence collected through a variety of assessments and classroom activities. Ongoing assessment of student progress allows for timely feedback, targeted support, and opportunities for reteach and remediation.

Students will receive feedback on all graded assignments within three to seven days, while major assignments will receive feedback within ten days. Teachers will communicate with students and guardians at least once every ten school days to share classroom updates, upcoming assessments, and any relevant academic reminders. Communication may be provided through the district's Student Information System or approved messaging platforms. A parent communication log will be maintained during each grading cycle.

Grade Weights:

- Major Assignments (Assessments, Projects, Essays): 60%
- Minor Assignments (Classwork, Quizzes, Daily Practice): 40%
- Semester Exams: Count as 15% of the final semester grade

For students receiving SPED pull-out or resource services, a shared grading model is used. These students will receive one combined ELAR grade that reflects collaboration between the **Resource/Inclusion teacher** and the **general education (homeroom) teacher**. This grade is based on student performance both in the resource setting and in the general education classroom, incorporating accommodations and modifications outlined in the student's IEP.

We are committed to supporting every learner and ensuring grades reflect true academic progress and effort.

Please don't hesitate to reach out with any questions. We look forward to a successful and collaborative school year!

School-wide System of Communication

Our campus uses **ClassDojo** to communicate with families. Please make sure you are connected to our class to receive important updates, reminders, and announcements. This platform will be used regularly to share classroom news and student progress.

For ARD meetings, I will reach out to families at least **two weeks in advance** through **email and ClassDojo** to begin gathering important information related to the student's IEP. This helps ensure we are prepared to meet each child's unique needs and keep communication collaborative.

I can also be reached through the **school phone** or **email** during school hours. Open and consistent communication between home and school is key to student success.



SPED- Resource and Inclusion Math Instructional Plan: First Semester

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in [grade level or course]. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date: _____