

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Counting and Cardinality		
Common Core State Standards in Mathematics (CCSSM)			
Know number names and the count sequence.			
<p>K.CC.1 Count to 100 by ones and by tens.</p> <p>K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> counting involves one-to-one correspondence. one can count by different amounts (ones, tens, etc.). 		<ul style="list-style-type: none"> Why do we need to count? How do we count? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> multiples of ten. how to count. how to write the numerals 0 – 9. count a number of objects. 		<ul style="list-style-type: none"> count to 100 by ones. count to 100 by tens. count forward beginning from a given number within the known sequence. write numbers from 0-20. represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 1-6 Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Counting and Cardinality		
Common Core State Standards in Mathematics (CCSSM)			
Count to tell the number of objects.			
<p>K.CC.4 Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <ol style="list-style-type: none"> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. Understand that each successive number name refers to a quantity that is one larger. <p>K.CC.5 Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–10, count out that many objects.</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> there is a relationship between the numbers and quantities. when counting, each object has one and only one number name and each number name is paired with one and only one object (one-to-one correspondence). when counting, the last number name said tells the number of objects counted. the number of objects is the same regardless of the order in which they were counted. each successive number name refers to a quantity that is one larger. 		<ul style="list-style-type: none"> How do we count? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> the connection between counting and cardinality. one-to-one correspondence. 		<ul style="list-style-type: none"> count objects while saying the number names in the standard order. state the total number of objects in a group. count as many as 20 things arranged in a line, a rectangular array, or a circle, when asked “how many...?”. count as many as 10 things in a scattered configuration, when asked “how many...?”. count out the correct number of objects when given a number from 1-20. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 1-6 Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Counting and Cardinality		
Common Core State Standards in Mathematics (CCSSM)			
Compare numbers.			
<p>K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies (include groups with up to ten objects).</p> <p>K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.</p>			
Understandings		Essential Questions	
Students will understand that: <ul style="list-style-type: none"> “greater than” means the amount is more; “less than” means the amount is less. a numeral stands for number of concrete objects. 		<ul style="list-style-type: none"> How can we compare two numbers? 	
Knowledge: Students will know...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> matching strategies to identify the number of objects in a group of up to 10 objects. counting strategies to identify the number of objects in a group of up to 10 objects. 		<ul style="list-style-type: none"> identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. compare two numbers between 1 and 10 presented as written numerals. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 2, 4 Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Operations and Algebraic Thinking		
Common Core State Standards in Mathematics (CCSSM)			
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.			
<p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5 Fluently add and subtract within 5.</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • numbers can be decomposed. • making a sum of 10 will be important to make work easier. • objects, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations can help one understand problems and find solutions. 		<ul style="list-style-type: none"> • Why do we need to add and subtract? • What happens when we put groups together or add to a group? • What happens when we take apart groups or take away from a group? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> • addition and subtraction can be represented in multiple ways. • numbers can be decomposed. 		<ul style="list-style-type: none"> • represent addition and subtraction with objects, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations. • solve addition and subtraction word problems. • add and subtract within 10. • decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. • record decompositions of numbers by a drawing or equation ($5 = 4 + 1$). • find the number that makes 10 when added to a given number, for any number 1-9, by using objects or drawings and record the answer with a drawing or an equation. • fluently add and subtract within 5. 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 4, 7-9 • Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Operations and Algebraic Thinking		
Common Core State Standards in Mathematics (CCSSM)			
Work with numbers 11-19 to gain foundations for place value.			
<p>K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> teen numbers (11-19) are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. 		<ul style="list-style-type: none"> Why do we compose and decompose numbers? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> composing and decomposing numbers into tens and ones will help solve problems 		<ul style="list-style-type: none"> compose and decompose numbers from 11-19 into ten ones and some further ones, by using objects or drawings. record compositions and decompositions with drawings or equations. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 10-11 Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Measurement and Data		
Common Core State Standards in Mathematics (CCSSM)			
Describe and compare measurable attributes.			
<p>K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> measurable attributes are a way to compare objects. an object may have multiple measurable attributes. multiple objects may have the same measurable attribute. 		<ul style="list-style-type: none"> Why do we need to measure objects? What attributes are measurable? How do we compare objects? 	
Knowledge: Students will know...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> the potential attributes are measurable. words that compare attributes. 		<ul style="list-style-type: none"> describe measurable attributes of objects, such as length or weight. describe several measurable attributes of a single object. directly compare two objects with a measurable attribute in common to determine which has “more of”/“less of” the attribute, e.g. heights of two children. describe the difference between two objects with the common attribute that was compared, one child is taller/shorter than the other child. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 12 Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Measurement and Data		
Common Core State Standards in Mathematics (CCSSM)			
Classify objects and count the number of objects in each category.			
<p>K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p><i>Limit category counts to be less than or equal to 10.</i></p>			
Understandings		Essential Questions	
Students will understand that: <ul style="list-style-type: none"> • classifying objects helps to count total numbers. • objects can be described by their attributes. • objects can be sorted by their attributes. 		<ul style="list-style-type: none"> • Why do we need to classify objects? • How does sorting help us to count? 	
Knowledge: Students will know...		Skills: Students will be able to ...	
<ul style="list-style-type: none"> • attributes that can be used to sort or classify objects. 		<ul style="list-style-type: none"> • classify objects into given categories. • count the number of objects in a category (counts less than or equal to 10). • sort the categories by count. 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 9, 13 • Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Geometry		
Common Core State Standards in Mathematics (CCSSM)			
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cylinders, and spheres).			
<p>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</p> <p>K.G.2 Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • shapes have positions in the world relative to other things. • characteristics of shapes give it a name. 		<ul style="list-style-type: none"> • What characteristics of a shape help us to name it? • How does knowing the name of shapes help us? • Why do we need to know positions of shapes? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> • the characteristics of a square, circle, triangle, rectangle, hexagon, cube, cylinder, and sphere. • the meaning of the words <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. 		<ul style="list-style-type: none"> • Describe objects in the environment using names of shapes. • Describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 14-16 • Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
Domain:	Geometry		
Common Core State Standards in Mathematics (CCSSM)			
Analyze, compare, create, and compose shapes.			
<p>K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p> <p>K.G.6 Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i></p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • shapes in the world can be built with components such as sticks and clay balls. • shapes in the world can be drawn. • shapes can be formed by composing other shapes. 		<ul style="list-style-type: none"> • Why do we need to identify shapes? • Why would we compose shapes? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> • the characteristics of a square, circle, triangle, rectangle, hexagon, cube, cylinder, and sphere. • components/representations that can be used to model shapes in the world. 		<ul style="list-style-type: none"> • analyze two- and three-dimensional shapes, using informal language. • compare two- and three-dimensional shapes, using informal language. • model shapes in the world by building shapes from components and drawing shapes 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 16 • Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
	Measurement		
Additional Lessons for Kindergarten			
<p>Although not required in the standards, students need to be exposed to additional topics in order to prepare for what is required in future grades. These topics in Kindergarten include MONEY, time, and patterns.</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • different coins have unique values. • the relative sizes of the coins are not related to the relative values of the coins (i.e., a penny is larger than a dime but it is not worth more than a dime.) • some coins can be exchanged for other coins, e.g., 5 pennies can be exchanged for 1 nickel. • the value of some coins and bills can be represented by a combination of other coins. • money amounts can be counted and compared. • coins can be identified by their color, size, and edge. 		<ul style="list-style-type: none"> • Why do we need money? • How do we count money? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> • pennies are copper and nickels, dimes, and quarters are silver. • a nickel is bigger than a dime but smaller than a quarter. • pennies and nickels have a smooth edge while dimes and quarters have an edge with ridges. 		<ul style="list-style-type: none"> • identify a penny, nickel, dime, and quarter. • sort coins. • identify the value of a penny, nickel, dime, and quarter. • skip count to count one type of coin, e.g., 10, 20, 30 for dimes. 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 1-6 • Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
	Measurement		
Additional Lessons for Kindergarten			
<p>Although not required in the standards, students need to be exposed to additional topics in order to prepare for what is required in future grades. These topics in Kindergarten include money, TIME, and patterns.</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> • some activities take more time than others to complete. • a day has three parts that we discuss: morning, afternoon, and evening. • when time passes, the hour hand and the minute hand move at different rates. • the hour hand represents the approximate time of the day, the minute hand gives a more exact time. • events happen in order- we use terms such as first, next, and last. 		<ul style="list-style-type: none"> • Why do we need clocks? • What are the different types of clocks? • How do we tell time? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> • there are two cycles to the passage of time, 12:00 through 11:59, during the 24 hours of a day. • the hour hand must be pointing at the number exactly for it to be "o'clock." 		<ul style="list-style-type: none"> • identify the part of day, morning, afternoon, evening. • recognize the numbers 1-12 on the face of a clock. • tell time to the hour WITH THE HOUR HAND ONLY. 	
RESOURCES			
<ul style="list-style-type: none"> • enVision Math Topics 1-6 • Supplemental Lessons 			

Content Area:	MATHEMATICS	Grade Level:	K
	Algebraic Thinking		
Additional Lessons for Kindergarten			
<p>Although not required in the standards, students need to be exposed to additional topics in order to prepare for what is required in future grades. These topics in Kindergarten include money, time, and PATTERNS.</p>			
Understandings		Essential Questions	
<p>Students will understand that:</p> <ul style="list-style-type: none"> the same set of objects can be used to create different patterns. some patterns are made up of units that repeat. some patterns can be identified by type, e.g., ABABAB. many things can be used to create patterns, e.g., shapes, colors, sounds, letters, and objects. 		<ul style="list-style-type: none"> Why do we need to identify patterns? How do we recognize a pattern? 	
Knowledge: Students will know...		Skills: Students will be able to . . .	
<ul style="list-style-type: none"> some common patterns types, e.g. ABABAB...; clap, clap, stomp, clap, clap, stomp.... 		<ul style="list-style-type: none"> recognize patterns. create patterns. extend a given pattern. 	
RESOURCES			
<ul style="list-style-type: none"> enVision Math Topics 5, 14-16 Supplemental Lessons 			



September 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 Labor Day	4 Beginning of The Year Activities Early Dismissal First Day of School	5 Beginning of The Year Activities Early Dismissal	6 Beginning of The Year Activities Early Dismissal	7 Beginning of The Year Activities Early Dismissal	8
9	10 1.1	11 1.2	12 1.3	13 1.4	14 1.5	15
16	17 1.6	18 1.7	19 Topic Test & Supp. Lesson: Playful Oral Counting Games <i>pp. 1-2</i>	20 Buffer	21 14.1	22
23	24 14.2	25 14.3	26 14.4	27 14.5	28 14.6	29
30			Yom Kippur			

October 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 14.7	2 14.8	3 Topic Test & "The Greedy Triangle" (Resource Room)	4 "I Have, Who Has" (Resource Room)	5 Buffer	6
7	8 School Closed - Columbus Day	9 2.1	10 2.2	11 2.3	12 2.4	13
14	15 2.5	16 2.6	17 2.7	18 2.8	19 2.9	20
21	22 Topic Test & "The Big Bug Lesson" (Resource Room)	23 3.1	24 3.2	25 3.3	26 3.4	27
28	29 3.5	30 3.6	31 Buffer			

November 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 3.7	2 Topic Test & Ms. Schannen's CD Binder #XVI-3, "Ten in a Bed"	3
4	5 15.1	6 15.2	7 Supp. Lesson: Getting to Know #'s 1-9 pp. 3-4 Early Dismissal	8 15.3	9 15.4	10
11	12 15.5	13 Buffer	14 Topic Test & "The Greatest Gymnast of All" (Resource Room) Early Dismissal	15 Supp. Lesson: Coin Comparison pp. 5-6	16 "Beep Beep, Vroom, Vroom!" (Resource Room)	17
18	19 Ms. Schannen Binder Activity #XVI 1, "How Tall, How Short, How Far Away"	20 Buffer	21 School Closed	22 School Closed	23 School Closed	24
25	26 12.1	27 12.2	28 12.3	29 12.4 Thanksgiving	30 12.5	

December 2012

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 12.6	4 12.7	5 Buffer	6 12.8	7 Topic Test & EnVisions pg. 221F (Topic 12) "Picture Frame"	8
9	10 4.1	11 4.2	12 Ms. Schannen Binder Activity, "Number Line Up Cards" 1a-1c	13 4.3	14 4.4	15
16	17 4.5	18 4.6	19 4.7	20 4.8	21 School Closed	22
23	24 School Closed - Winter Recess	25 School Closed - Winter Recess	26 School Closed - Winter Recess	27 School Closed - Winter Recess	28 School Closed - Winter Recess	29
30	31 New Year's Eve	Christmas Day				

January 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 School Closed - New Year's Day	2 School Closed	3 4.9	4 4.10	5
6	7 Topic Test	8 "I Have, Who Has" (Resource Room)	9 7.1	10 7.2	11 7.3	12
13	14 7.4	15 7.5	16 7.6	17 7.7	18 Topic Test & Supp. Lesson: Number Stories <i>pp. 7-10</i>	19
20	21 School Closed	22 5.1	23 Buffer	24 5.2	25 5.3	26
	MLK Jr. Day					
27	28 5.4	29 5.5	30 EnVisions Topic 5 page 91 Topic Opener "Picture Frame"	31 "Same Old Horse" (Resource Room)		

February 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 13.1	2
3	4 13.2	5 13.3	6 13.4	7 13.5	8 13.6	9
10	11 "The Button Box" (Resource Room)	12 13.7	13 Ms. Schannen Binder Activity- "Kinds of Pets"	14 Buffer	15 School Closed	16
17	18 School Closed - Mid-Winter Recess President's Day	19 6.1	20 6.2	21 6.3	22 Supp. Lesson: 100 th Day of School pp. 11-14	23
24	25 6.4	26 6.5	27 6.6	28 Topic Test & Share 100 th Day Projects		

March 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 8.1	2
3	4 8.2	5 8.3	6 Buffer	7 8.4	8 8.5	9
10	11 8.6	12 8.7	13 Early Dismissal 8.8	14 Topic Test & Ms. Schannen Binder CD Activity XXII-3	15 9.1	16
17	18 9.2	19 9.3	20 9.4	21 9.5	22 9.6	23
24	25 9.7	26 9.8	27 9.9	28 Supp. Lesson: Plus or Minus Game pp. 15-16	29 School Closed -	30
EASTER 31					Good Friday	

April 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 School Closed - Spring Recess	2 School Closed - Spring Recess	3 School Closed - Spring Recess	4 School Closed - Spring Recess	5 School Closed - Spring Recess	6
7	8 "Rooster's Off to See the World" (Resource Room)	9 Buffer	10 10.1	11 10.2	12 10.3	13
14	15 10.4	16 Supp. Lesson: Listen and Do (10-19) <i>pp. 17-18</i>	17 Topic Test & Ms. Schannen Binder Activity "Ten Frames - -Visualizing #'s"	18 11.1	19 11.2	20
21	22 "12 Ways to Get to 11" (Resource Room)	23 11.3	24 11.4	25 11.5	26 Topic Test & Ms. Schannen Binder Activity- "Linking Cubes"	27
28	29 Buffer Introduce STEM FAIR Project & Work into Centers	30 16.1				

May 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			16.2	Ms. Schannen Binder Activity- "Tangram Animal Puzzles"	"Jack the Builder" (Resource Room)	
		16.4	16.5	Supp. Lesson: Solid Shape Museum <i>pp. 19-20</i>	Supp. Lesson: Shape Collages <i>pp. 21-22</i>	
	16.3					
12 Mother's Day	13 STEM FAIR PROJECT	14 STEM FAIR PROJECT	15 STEM FAIR PROJECT	16 STEM FAIR PROJECT	17 STEM FAIR PROJECT	18
19	20 STEM FAIR PROJECT	21 STEM FAIR PROJECT	22 STEM FAIR PROJECT	23 STEM FAIR PROJECT	24 School Closed	25
26	27 School Closed - Memorial Day	28 STEM FAIR PROJECT	29 STEM FAIR PROJECT	30 STEM FAIR PROJECT	31 STEM FAIR PROJECT	

June 2013

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 STEM FAIR PROJECT	4 STEM FAIR PROJECT	5 STEM FAIR PROJECT	6 STEM FAIR PROJECT	7 "It's About Time" (Resource Room)	8
9 Father's Day	10 Supp. Lesson: The Hour-Hand Clock" pp. 23-26	11 Supp. Lesson: Hour-Hand, Minute-Hand Story pp. 27-28	12 Supp. Lesson: Time Match Game pp. 29-30	13 Buffer	14 Buffer	15
16	17 Buffer	18 Buffer	19 Kindergarten Graduation	20	21	22
23/30	24	25	26	27	28	29