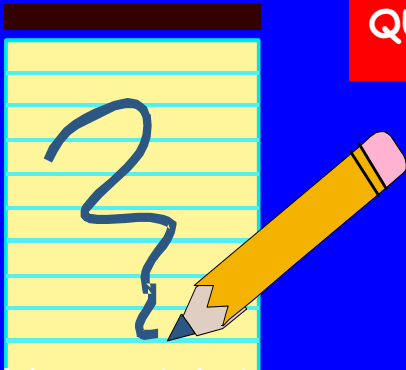


TEACHER NOTES



Make sure students understand what is meant by a handshake.

T-charts are a good way for students to record their data.

Students can use calculators to check their addition.

I found it necessary to label the handshakes on the board. This really helped. Students looked up to see who had already shaken their hand.

This activity works well when students work in small groups and actually shake hands with each other. It was a hit!

This problem lends itself to 'counting on', recognizing differences between numbers, reading graph information, and recording numbers.

QUESTIONS YOU MIGHT ASK YOUR STUDENTS

- What happens to the total number of handshakes if we add another person?
- Why do you think your strategy works?
- What kind of pattern do you see?
- Have you seen this pattern before?
- Why is the highest number in the sum always one less than the number of people shaking hands?

"In Kindergarten, we created a frequency chart to record the number of handshakes. By the third person, students knew they would be counting down and they were able to predict an answer."

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Karen Sue Al Kate