

Money: adding prices and totalling

CURRICULUM ALIGNMENT

MEA.MON.3

transfer knowledge of the base ten system in number to monetary contexts and use for purposes of calculation.

NUM.OPS.3

understand and apply flexibly the four operations; and the relationships between operations.

INTERACTIVES

Coin Counter · challenge, display

Word Problem · challenge

WHAT THIS LESSON TEACHES

When you add two or more prices together you get their total. Line up the euro and cent and change every 100c into an extra euro.

→ A juice at €1.10 and a roll at 80c come to €1.90 altogether.

→ $60c + 60c$ is 120c, which is €1 and 20c.

MODEL THIS ON THE BOARD

TOTALLING TWO SHOP PRICES

- 1 Build the first price as 60c on the coin mat.
- 2 Join the second price of 40c beside it.
- 3 Count all the cents: $60 + 40 = 100c$.
- 4 Swap 100c for €1 and read the total as €1.

LESSON ARC

Open with a hands-up shop total (pencil 30c + rubber 20c) to hear how pupils already add money. Move to the coin-counter interactive and build four totals live, ending on $60c + 60c$ where the cent tip past 100 into a whole euro. Pupils take turns building totals at the board, then work three sums in their maths copy keeping euro and cent lined up. The Class Challenge is four shop stories; the Student Activity Book practice follows.

TEACHING MOVES

1. **Getting Started.** Take exactly three hands-up answers to pencil 30c + rubber 20c — no open call-outs. Listen for who adds the cent straight away versus who counts on, and don't correct anyone yet; you're only sampling how they think.
2. **Watch and Notice.** Build each tray live on the coin-counter interactive, taking two predictions before every reveal. Land hard on $60c + 60c$: point at the coins physically combining into one euro coin and ask 'where did the extra hundred cent go?' — say 'add the cent, then the euro' over every tray.
3. **Try It Together.** Pupils take turns dragging coins for each price on the coin-counter interactive while the class reads the total. On $60c + 40c$ and $€1.50 + 50c$, both tip to a full euro — point at the coins merging on the tray so pupils see the swap, and ask 'where did the cent go?' before revealing.
4. **Work the Totals in Your Copy.** Walk the room glancing for euro and cent kept in separate columns — this is practice, not marking. The third sum ($€1.60 + 70c$) is the one to watch: $60 + 70 = 130$ cent carries a whole euro, so watch for pupils writing €1.30 instead of €2.30.
5. **Class Challenge.** Brisk practice — pupils come to the board, the class agrees the total, Check is tapped once. Have the class read each answer back in euro and cent so 'type it in cent, read it in euro' stays joined up; ask for a prediction on copybook $60c + \text{pen } 40c$ before it reveals as €1.00.

6. **What Did We Notice?**. Listen for pupils naming the swap: '100 cent became one euro, so the euro part went up.' Revoice a strong answer and head off anyone writing a total as 190c on its own — the written answer stays €1.90 with cent kept under 100.

COMMON MISCONCEPTIONS

⚠ Pupils add 60c + 60c and write 120c, leaving the cent part above 100 instead of trading it for a euro. Rebuild it on the coin-counter interactive and physically drag ten of the ten-cent coins together until they swap for one euro coin. 'Once the cent reach a hundred, they turn into a euro and hop over to the euro side.' The total is €1.20, not 120c.

⚠ Pupils meet €1.60 + 70c, add the cent to 130, but write the total as €1.30 — the carried euro gets dropped.

Stop and split it aloud: 130 cent is one whole euro AND 30 cent. Show it on the tray — the euro part is now €1 + the carried €1 = €2, then the 30c rides alongside, so €2.30.

⚠ Pupils read a whole-euro total like €1.00 as if something is missing or wrong because there are no leftover cent.

On copybook 60c + pen 40c, point out the cent made exactly 100 and became one whole euro with none left over. Write it €1.00 and read it aloud as 'one euro' so the empty cent slot feels normal.

DIFFERENTIATION

EMERGING

- Keep these pupils on totals that stay under a euro (25c + 25c, 35c + 45c) while the class moves to the carrying sums — build each one alongside them on the coin-counter interactive tray.
- Give a set of play coins so they physically count out each price and push the two piles together before writing anything.

DEVELOPING

- After the copybook sums, ask them to find two different prices that total exactly €2.00 — then check on the coin-counter interactive.
- Pose $€1.60 + ?c = €2.10$ as a missing-amount sum so they work the addition backwards.

PROFICIENT

- During the Class Challenge, hand fast finishers a three-item total (apple 25c + banana 25c + juice €1.10) narrated at the board — same rule, one more addend and two carries to track — or pull them ahead into the Student Activity Book page.
- Ask them to explain to the class why 190c and €1.90 are the same amount written two ways, and why we choose €1.90.

➤ **Cross-curricular:** Tie to a class shop role-play in English oral work — pupils name two items, state each price, and say the total aloud in euro and cent.

ANSWER KEY

a) 90c

b) €1.30

c) €1.90

Q1: 90c

Q2: 50c

Q3: €1

Q4: €1.30

Q5: €1.90

Q6: 80c

a) Always : Any two positive prices join to make a larger amount.

b) Always : Every full 100c is swapped for €1 so the euro part rises by 1.

c) Sometimes : True when cents reach 100 or more; false when the cents stay under 100.

d) Sometimes : True for $70c + 30c = €1$; false for $20c + 30c = 50c$.