

Money: giving change (a first look)

CURRICULUM ALIGNMENT

MEA.MON.3

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

INTERACTIVES

Coin Counter · display, explore

Word Problem · challenge

WHAT THIS LESSON TEACHES

When you pay with more money than an item costs, the money you get back is called change. Find it by counting up from the price to the amount you paid.

→ a toy costs 70c; you pay with €1; count up to find 30c change

→ from 80c count 90, 100 to reach €1 for 20c change

MODEL THIS ON THE BOARD

CHANGE FOR A 70C SNACK

- 1 The snack costs **70c** and you hand over **€1** (100c).
- 2 Count up from the price: **80, 90, 100**.
- 3 You added three 10c steps so the change is **30c**.

LESSON ARC

Put the 70c price tag beside a €1 coin on the IWB and pull the word 'change' out of the class. On the coin-counter interactive, model counting UP from the price — 80... 90... 100 — so pupils see the change appear coin by coin, never subtracted. Pupils take turns at the board, then write three cost-paid-change lines in their copy. The Class Challenge is four graded stories ending on €5 questions.

TEACHING MOVES

1. **Getting Started.** Show the 70c tag and €1 coin side by side as pupils settle. Take three hands-up answers, not call-outs, and press each pupil for HOW they got 30c — not just the number. That 'how' is the whole lesson.
2. **Watch and Notice.** Point at the price first, then count the coins up onto the tray aloud with the class: '80... 90... 100'. Never read the change out as a fact — let it build from the counting. Keep repeating 'we count UP from the price' to block the take-away reflex.
3. **Try It Together.** Pupils take turns at the board; class agrees or corrects aloud. For 60c paid with €1, count 40 up to 100. When a pupil reaches for subtraction, don't stop them — revoice it as a hop: 'so from the price we jumped up to the money you paid.'
4. **Write the change in your copy.** Walk the room glancing for pupils counting up rather than guessing the change. This is copybook practice, not marking — a nudge back to the count is enough where they've stalled.
5. **Class Challenge.** Brisk practice — pupils take turns, check each answer, class confirms before moving on. Before each Check, ask the class to predict the change. Head off the trailing-zero slip: €1.40 is 140c, not 14c. Model the €5 hops on the board (240→250→300→500 = 260c).
6. **What Did We Notice?.** Listen for 'the change is the gap between the price and the money you paid'. Revoice it: 'so the change is exactly the coins that fill the gap.' Push back gently on any pupil insisting change always needs a subtraction sum.

COMMON MISCONCEPTIONS

⚠ Pupils reach for a take-away sum ('€1 minus 60c') and stall or slip, rather than counting up in coins. Revoice their subtraction as a hop on the coin-counter: start at 60, drop coins up to 100, and name the coins as the change. Say 'we're filling the gap, not taking away' each time it surfaces.

⚠ Pupils read €1.40 as 14c — they drop the trailing zero when converting euro-and-cents to cents. Build €1.40 on the tray as one €1 coin and a 40c — say '140c, not 14c' — before counting up. Keep the note beside the price on the board while they work.

⚠ For €3 paid with €5, pupils count on in messy jumps and lose track of the total change. Model friendly hops on the board — 300 → 400 → 500 — and count the two €1 coins as they land. Show the change is 200c by pointing at the coins on the tray, not by announcing it.

DIFFERENTIATION

EMERGING

- Stay on the 90c-and-60c-paid-with-€1 examples with the coin-counter; let these pupils count on in 10c coins only while the class moves to €2 questions.
- Pre-write the 'cost — paid — change ____' frame in their copy so they only count up and fill the blank, not set out the line.

DEVELOPING

- Swap a price for one needing mixed coins — a 55c rubber paid with €1 — and ask which coins fill the gap up to 100.
- Give a missing-middle: 'the change was 30c and I paid €1 — what did it cost?' Count up from the answer to check.

PROFICIENT

- During the Class Challenge, narrate a harder variant aloud — a €4.60 item paid with €10 — and ask them to count up and name the fewest coins and notes for the change.
- Ask them to write a 'shop rule' in their own words for a younger pupil: how to give change without ever taking away.

✓ **Cross-curricular:** Tie to a class bake sale or tuck shop — pupils price items in euro and cents and practise counting change from €1 and €2.

ANSWER KEY

c) 80c

Q1: 10c

Q2: 20c

Q3: 50c

Spot: Cian stopped at 90 instead of counting on to 100 (€1). 70 → 80 → 90 → 100 is three steps of 10c, so the change is ****30c****.

EXTENSION SHEET · STRETCH ANSWERS

S1: €2.35

S2: €3.43

S3: €43.02