

Money: spending a small amount

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 (Class Budget · challenge, display, explore)

WHAT THIS LESSON TEACHES

When you spend a small amount you add the prices of the things you choose. Then you check the total fits the coins you have and count on for any change.

→ 30c + 20c makes a total of 50c

→ Spend 30c from 50c and the change is 20c

MODEL THIS ON THE BOARD

TOTAL FOR TWO SHOP ITEMS

- 1 Put the pencil price **30c** on the coin mat first.
- 2 Add the rubber price **20c** beside it.
- 3 Count all the coins to see the total is **50c**.
- 4 Check that **50c** fits exactly in the **50c** you have.

LESSON ARC

Put the four tuck-shop prices on the IWB and ask which two items €1 buys — take hands-up, hold your verdict. Build two worked plans on the budget-bar interactive, adding prices one at a time so the bar climbs and shows what's left. Pupils take turns building four plans at the board, predicting the change before checking. Copybook: total a rubber and sticker, then change from €2. Class Challenge finishes with an open two-item spend.

TEACHING MOVES

1. **Getting Started.** Display the four prices as pupils settle and take three hands-up answers only — no open call-outs. Hold off saying who's right; whether pupils add the two prices or just grab two items is the thing to listen for.
2. **Watch and Notice.** Build the first plan on the budget-bar interactive, pointing at each price as the bar climbs to 50c, then at the remaining readout — add first, read what's left second. On the second plan, ask 'the two items come to €1.50 — with €2, how much is left?' and hold out for the answer before revealing it.
3. **Try It Together.** One pupil per plan steps the two items up on the budget bar while the class reads the running total aloud, then predicts the remaining amount before the readout confirms it. Ask each time 'does this plan fit the money?' Save the juice-and-rubber-on-€2 plan for last — €1.20 spent, 80c change is the bigger jump.
4. **Work It in Your Copy.** Two minutes, two calculations: total rubber and sticker, then change from €2. Walk the room watching for anyone taking one price from €2 instead of the total. No individual marking. If the clock is tight, set it for home instead.

5. **Class Challenge.** Brisk practice round — pupils take turns at the board, the class confirms each answer, then move on. On the juice-and-rubber question make sure the class totals to €1.20 first and sees it beats €1: the total, not one item, is what has to fit.
6. **What Did We Notice?** Fish for a pupil saying one item can look cheap but two together tip over the money — revoice the juice-and-rubber plan (€1.20 on €1). Then re-voice a strong answer: 'so you add first, then check the total against the money you have.'

COMMON MISCONCEPTIONS

⚠ Asked if €1 buys a juice and a rubber, pupils say yes because 'the juice is only €1' — they check one item against the budget instead of the total.

Build juice and rubber on the budget bar so the class watches it climb past €1 to €1.20. Say it out loud: it's the total that has to fit the money, not the biggest single item.

⚠ For change from €2 on a rubber and sticker, pupils work out $€2 - 50c$ or $€2 - 20c$ — they subtract one price instead of the total.

Stop and point at the two prices stacked on the budget bar. 'How much did you spend altogether?' Get 70c agreed first, then count up from 70c to €2 for the change.

DIFFERENTIATION

EMERGING

- Give these pupils only the €1 plans with the 10c stepper (pencil and rubber) so the totals stay under €1 and the change is a single count-up.
- In the copybook moment, let them lay out real or plastic coins for the rubber and sticker and physically count on to €2 rather than working it on paper.

DEVELOPING

- After the copybook task, ask them to find a different pair of items that also leaves change from €2, and write which pair leaves the most.
- Pose a missing-item version: 'you spent a sticker and one other thing and had 30c change from €1 — what was the other thing?'

PROFICIENT

- Give a three-item spend on a €2 cap and ask for a plan that spends as close to €2 as possible without going over — they justify why no better plan exists.
- Pull them ahead onto the Student Activity Book page while the class finishes the Class Challenge.

➤ **Cross-curricular:** Tie to the class's own tuck shop or a school fundraiser — pupils plan a real 50c spend and count their change from a coin float.

ANSWER KEY

a) 30c

b) yes (50c)

c) 40c

Q1: 40c

a) **Always** : Adding the prices is how you get the spend total every time.

b) **Always** : 30c plus 20c is exactly 50c so it fits.

c) **Sometimes** : Some pairs stay at or under 50c while others would go over.

d) **Always** : The lesson shows you must add first then check it fits.

EXTENSION SHEET · STRETCH ANSWERS

S1: Yes. They cost 90c, so she has 10c left.

S2: a rubber (20c)

S3: the juice, the sticker and the pencil (€1.80)

S4: 20c more

S5: Two stickers, by 20c (€1 change and 80c change)