

Meet the cent coins: 1c, 2c and 5c

CURRICULUM ALIGNMENT

MEA.MON.2 recognise the value of money and use euro and cent in a range of meaningful contexts.

INTERACTIVES Coin Counter · challenge, display, explore

WHAT THIS LESSON TEACHES

The 1c, 2c and 5c coins are all copper-coloured. Read the number stamped on each coin to tell them apart and know how many cents it is worth.

→ A coin with 1 stamped on it is worth 1c.

→ Two 1c coins are worth the same as one 2c coin.

MODEL THIS ON THE BOARD

MAKE 7 CENT WITH THE COINS

- 1 Take one 5c coin. That gives 5 cent.
- 2 Add one 2c coin beside it. $5 + 2 = 7$ cent.
- 3 The coins on the mat now show 7c in total.

LESSON ARC

Open by holding real or printed 1c, 2c and 5c coins under the visualiser and ask who can spot the tiniest and the number on it. On the IWB, reveal each copper coin in turn — colour, stamped number, worth in cent — with a quick class check-in after each. Pupils take turns dropping the 1c, then 2c, then 5c into the tray while the class reads the number aloud. Copybook labels the three coins, then Class Challenge makes 1, 2 and 5 cent. Close on the rule: always read the number.

TEACHING MOVES

1. **Getting Started.** Hold the three coins under the visualiser (or up high) for about three minutes. Take three hands-up answers on the tiniest coin and the number stamped on it — do not name all three coins yet.
2. **Watch and Notice.** Point at each coin in turn. Say colour, tap the stamped number, then the worth: one cent, two cent, five cent. After each coin run the same check-in — what colour? what number? how many cent? End with: which coin is worth the most? Hold for the number, not the size.
3. **Try It Together.** Call the coins in order — 1c, then 2c, then 5c. Three pupils at the board, one drop each. After every drop the class reads the number together. Watch for anyone choosing by size alone among the three copper coins.
4. **Write the three coins in your copy.** Two minutes only. Pupils write 1c, 2c and 5c on separate lines. Walk the rows glancing at the labels — whole-class copybook practice, not marking.
5. **Class Challenge.** Brisk board turns: make 1 cent, 2 cent, 5 cent, then 2 cent again. Class reads the number, pupil taps Check, move on. If someone builds 2 cent with two 1c coins, name it as correct, then revoice the single 2c as the preferred coin.
6. **What Did We Notice?.** Ask: how does a coin tell us how much it is worth? Listen for the stamped number. Revoice: so we read the number. If copper coins get mixed, hold the 2c beside the 5c and ask which number is larger.

COMMON MISCONCEPTIONS

⚠ Pupils pick a copper coin by size alone — 'the middle one' or 'the big one' — without reading the stamped number.

Freeze the board. Cover the coin images so only the numbers show, then uncover. Ask again: what number do you see? Revoice: the number tells the worth, not the size.

⚠ A pupil builds 2 cent with two 1c coins and thinks that answer is wrong because it is not 'the 2c coin'. Accept both. Hold two 1c beside one 2c and say: same worth, two ways. Prefer the single 2c when you revoice, but keep the equal-worth idea alive.

⚠ Pupils say the colour names the coin — 'it's the copper one' — as if 1c, 2c and 5c were different colours.

Line all three up. 'All copper. So colour cannot tell them apart — read the number on each.'

DIFFERENTIATION

EMERGING

- On the IWB tray, pre-point to the 1c only for the first turn so the pupil matches one known coin before the full set.
- During the copybook moment, supply a small printed coin card beside each line so pupils copy 1c, 2c, 5c from a model rather than from memory.

DEVELOPING

- After the Class Challenge set, ask: which of these three coins is worth the most, and how do you know? Hold for the number.
- On the second 2-cent make, invite the class to show a second way with two 1c coins and say why both are 2 cent.

PROFICIENT

- Stretch at the board: 'Show me 5 cent without using the 5c coin' using only 1c and 2c from the tray, then explain the total.
- Ask: if I cover the number on a copper coin, can you still be sure what it is worth? Why or why not — copybook sentence.

✓ **Cross-curricular:** Set a classroom shop price of 5c on a pencil rubber and ask which single coin pays exactly.

ANSWER KEY

Scaffold: visual check on the page

Q1: 2c

Q2: 2c

Q3: 8c

a) Always : The number on the coin shows its worth, so 1 means 1c.

b) Always : 1c + 1c equals 2c, matching the 2c coin.

c) Always : All three small cent coins share the same copper colour.

d) Never : 2c coins jump in twos, so they cannot total an odd amount like 3c.

EXTENSION SHEET · STRETCH ANSWERS

S1: 50c

S2: 50c

S3: 2c

S4: 10c