

The bigger cent coins: 10c, 20c and 50c

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 bigger gold coins are worth 10c, 20c and 50c. One 10c matches ten 1c, one 20c matches two 10c, and one 50c matches five 10c (or fifty 1c).

→ 10c = ten 1c coins

→ two 10c coins = one 20c coin

MODEL THIS ON THE BOARD

MATCH THE 50C COIN

- 1 Look at one gold **50c** coin on the tray.
- 2 Place five gold **10c** coins beside it.
- 3 Count: $10 + 10 + 10 + 10 + 10 = 50$.
- 4 So 50c matches five 10c coins.

LESSON ARC

Open with the three gold coin cards beside one brown 1c so the colour contrast is obvious; take three hands-up guesses before naming any coin. Walk the Watch and Notice trays: ten 1c match one 10c, two 10c match one 20c, five 10c match one 50c. Pupils take turns finding each gold coin on the interactive, then write the three match lines in their copybook. Class Challenge is brisk recognition practice; Student Activity Book follows for desk work.

TEACHING MOVES

1. **Getting Started.** Lay the three gold coin cards side by side with one brown 1c held up for colour contrast. Take three hands-up guesses on which gold coin matches fifty little 1c coins — do not name the coins yet.
2. **Watch and Notice.** Work the three trays in order. For 10c: gold, number 10, matches ten 1c (or two 5c). For 20c: bigger gold, number 20, matches two 10c. For 50c: biggest gold cent coin, number 50, matches five 10c. Pause and ask: so which coin matches fifty little ones? Keep one copper 1c and one 5c in view for contrast — value comes from the stamped number, not size.
3. **Try It Together.** Call 10c, then 20c, then 50c. One pupil finds each on the board; the class reads the stamped number aloud before the next pupil comes up. Leave all three on the rail and ask which is worth the most — listen for 50c with a reason about the number, not size alone.
4. **Write the three coins in your copy.** Pupils write the three match lines in order. Walk the row glancing — this is whole-class copybook practice, not marking. If a pupil only writes the labels, point back to the board trays for the match line.
5. **Class Challenge.** Keep board turns brisk: find 10c, 20c, 50c, then the coin worth the most from a mixed handful. Class confirms after each find. Watch for copper-by-size habit and revoice: look at the number stamped on it, not how big it looks.

6. What Did We Notice?. Ask how 50c differs from 1c in look and worth. Listen for gold not brown, bigger stamped number, worth fifty times a 1c. Head off 'bigger always means more' by recalling a copper 5c can look bigger than a gold 10c yet be worth less.

COMMON MISCONCEPTIONS

⚠ Pupils pick the biggest-looking coin and say it is worth the most — they trust size over the stamped number.

Hold a copper 5c beside a gold 10c. Ask which looks bigger, then which is worth more. Revoice: the number stamped on it tells the value, not how big it looks.

⚠ Pupils treat 50c as 'fifty of something vague' and cannot say it matches five 10c or fifty 1c.

Go back to the third tray on the interactive. Count five 10c into the match pile, then point at the 50c: same amount. Have the class say 'fifty cent' while looking at the stamped 50.

⚠ Pupils write only the coin labels in the copybook and skip the match line (10c = ten 1c).

Point back to the board trays. Ask them to copy the match under each label before moving on — the match is the learning, not just the name.

DIFFERENTIATION

EMERGING

- Stay on the 10c tray longer: pupil only finds and names 10c while you model the ten-1c match before they meet 20c and 50c.
- Pre-place the three gold coin cards on the desk in number order (10, 20, 50) so the pupil matches board finds to a card already in front of them.

DEVELOPING

- After the three match lines are written, ask: how many 10c coins match one 50c? How many 20c match one 50c? Listen for five and for 'two and a half — we need five 10c instead'.
- On the mixed-handful find, ask why the 20c is not the answer even though it is bigger than the copper coins in the pile.

PROFICIENT

- After Class Challenge core finds are secure, ask: show me a way to make 50c using only 10c coins, then only with 20c and 10c together — still recognition and matching, not full money totals.
- In the copybook, add one line: 'one 50c is worth the same as ____ 1c' and have them fill fifty without looking back at the board.

✂ **Cross-curricular:** Link to the class shop — price three stickers at 10c, 20c and 50c so pupils choose the matching gold coin to 'pay'.

ANSWER KEY

a) two 5c coins

b) five 2c coins

c) three 10c coins

Q1: 10

Q2: 20c

Q3: 10c

a) Always : $5c + 5c = 10c$.

b) Never : 50 is more than 20, so the 50c coin is worth more.

c) Always : The gold coins are 10c, 20c and 50c and the copper coins are 1c, 2c and 5c, so every gold coin is worth more.

d) Sometimes : Only when there are exactly five 10c coins.

EXTENSION SHEET · STRETCH ANSWERS

S1: 2c

S2: 10c

S3: 5c

S4: 2c, 5c, 20c