

Which coin is worth more?: sorting by value

CURRICULUM ALIGNMENT

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

INTERACTIVES Drag Sort · challenge, display, explore

WHAT THIS LESSON TEACHES

A coin's value is how many cent are stamped on it, not how big it looks. Sort coins from least value to most value by reading the cent number on each one.

- The copper 5c coin looks bigger than the gold 10c coin, but 10c is worth more.
- Least value to most value: 1c, then 2c, then 5c, then 10c.

MODEL THIS ON THE BOARD

COPPER 5C OR GOLD 10C?

- 1 Look at the two classroom coins: a copper 5c and a gold 10c.
- 2 Read the stamped numbers: **5c** and **10c**.
- 3 10 is greater than 5, so the gold 10c is worth more.
- 4 Least to most value order is 5c then 10c.

LESSON ARC

Open by holding a real 5c beside a 10c and ask which is worth more — leave the size trap hanging. Walk three sorted coin lines on the interactive, having the class read the cent stamps left to right; pause hard on the copper 5c vs gold 10c. Pupils take turns sorting 1c–10c at the board, then write that order in their copybooks. Class Challenge runs three brisk sorts; close by revoicing that value is the number stamped on the coin.

TEACHING MOVES

1. **Getting Started.** Hold up a real 5c beside a 10c (or the board images). Take three hands-up answers to 'is the bigger one worth more?' — don't correct yet. Leave the question open so the sorted lines settle it.
2. **Watch and Notice.** On each sorted line, ask the class to read the cent numbers left to right before you move on. Name 10c, 20c and 50c as gold coins at the high end. Hold the class on the 5c beside 10c: copper is bigger, gold is worth more.
3. **Try It Together.** One four-coin set: 1c, 2c, 5c, 10c. Pupils take turns dragging; the class agrees or corrects out loud. If anyone puts the copper 5c after the gold 10c, stop and re-read the cent on each card together.
4. **Write the value order in your copy.** Pupils write 1c, 2c, 5c, 10c least-to-most in their maths copy. Walk the row — this is whole-class practice, not marking. Quietly point anyone who wrote 5c after 10c back to the cent stamps.
5. **Class Challenge.** Keep the board work brisk: three sorts (1c–5c; 2c–5c–10c; 5c–10c–20c–50c). Pupils take turns, check as they go, class confirms. On the middle sort, if a pupil starts by size, ask 'what number of cent is stamped on it?' then have the line read aloud once Check ticks.

6. What Did We Notice?. Ask why a bigger coin can be worth less. Listen for pupils naming the cent stamp, not size. Revoice: 'we read the number on the coin; that is its value.' Hold 5c and 10c up once more; say higher or lower value — not bigger or smaller.

COMMON MISCONCEPTIONS

⚠ Pupils put the copper 5c after the gold 10c because the 5c looks bigger — they sort by size, not by the stamped cent.

Stop the sort. Hold both coins up and ask the class to read the number on each card out loud. Rebuild the line by cent only: '5 comes before 10, so 5c sits before 10c.'

⚠ Pupils say 'the gold one is bigger' when they mean 'worth more' — they mix size words with value words.

Revoice their answer using value language only: '10c has the higher value.' Point at the stamp, not the coin's outline, every time worth is mentioned.

DIFFERENTIATION

EMERGING

- Stay with the two-coin sorts (1c and 5c) on the board while the class moves on; pupil reads the two stamps and places least first.
- During the copybook moment, pre-write the four coin labels in a jumbled list so the pupil only numbers them 1–4.

DEVELOPING

- After a correct Class Challenge sort, ask: 'swap two coins — which way did the values jump?' Pupil names the two cent amounts.
- On the four-coin copybook line, cover the stamps and ask the pupil to recall the order from the interactive before peeking.

PROFICIENT

- After the last Class Challenge sort, pose: 'where would a 1 euro coin sit in this line — and how many cent is that?' Keep it as a quick board question, not a new topic.
- Ask the pupil to explain to the class, in one sentence, why the copper 5c sits before the smaller gold 10c.

✂ **Cross-curricular:** Link to the class shop: tip mixed change on the table and line it least-to-most before counting the total.

ANSWER KEY

Q1: 50c

Q2: 5c, 20c, 50c

Q3: Yes

Q4: 1c, 2c, 5c, 10c

Q5: 20c

Q6: 2c, 10c, 20c, 50c

a) Always : 10 cent is a greater value than 5 cent.

b) Never : Value comes from the stamped cent number, not the coin's size.

c) Never : That is most to least. Least to most is 5c, 10c, 20c.

d) Always : The stamped number tells the value in cent.

EXTENSION SHEET · STRETCH ANSWERS

S1: 20c

S2: 2c

S3: 10c

S4: 2c