

Bigger totals: to 20c and to 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

Start with the coin worth the most. Say its value, then add each smaller coin. Each add is one jump on the count.

→ For 20c, 10c and 5c: start at 20, jump to 30, then jump to 35c.

→ 20c is one jump with a 20c coin, or ten jumps with ten 2c coins.

MODEL THIS ON THE BOARD

ADDING THE COINS IN ONE PURSE

- 1 Find the coin worth the most: the **20c** coin.
- 2 Start the count at **20**.
- 3 Jump on the 10c to reach **30**.
- 4 Jump on the 5c to reach **35c**.

LESSON ARC

Open on the coin-counter interactive with a heavier purse; pupils name the 20c as worth the most from the stamp. Model three purses counting on from the biggest coin, then contrast ten 2c coins (ten jumps) with one 20c (one jump). Class tries three purses at the board and writes $20c + 10c + 5c = \underline{\hspace{2cm}}$ c in copybooks. Class Challenge makes 15c, 27c, 40c and 45c, always starting from the biggest coin chosen.

TEACHING MOVES

1. **Getting Started.** Flash the purse and take three hands-up answers for the coin worth the most — steer to 20c. Push ‘how can you tell?’ toward the number stamped on it, not size. Hold the why-we-start-there until after the first modelled count-on; keep this beat to about two minutes.
2. **Watch and Notice.** Run the three trays with short narration: 10c + 5c + 2c as start-at-10, jump to 15, jump to 17; then ten 2c coins counting on in twos to 20c; then one 20c landing in a single jump. After each tray ask ‘how many jumps was that?’ and let the trays show the fewer-jumps point.
3. **Try It Together.** Call the coins for each purse before the pupil taps them in. Class counts on aloud from the biggest coin while three or four pupils rotate at the board. Watch for anyone starting on a small coin and ending in a long wobbly count — pause, point back to the highest-value coin, and restart the count from there.
4. **Write the total in your copy.** Pupils write 20c and 10c and 5c makes $\underline{\hspace{2cm}}$ c and fill the blank by counting on from 20. Walk the row glancing for 35; no individual marking — whole-class copybook practice only.
5. **Class Challenge.** Keep board rounds brisk: pupil builds, class counts on from the biggest coin chosen, you hit Check, next pupil. On each total ask which coin got them there in the fewest jumps and celebrate wise 20c choices. Do not re-teach each purse.

6. What Did We Notice?. Ask how bigger coins reach the same total with fewer jumps. Revoice the board contrast: ten 2c coins needed ten jumps for 20c; one 20c coin did it in one. Head off 'bigger is always better' — sometimes a 5c or 2c is still needed to finish exactly.

COMMON MISCONCEPTIONS

⚠ Pupils start the count on a small coin (2c or 5c) and end up with a long, wobbly total.

Freeze the board count. Point to the 20c and restart: 'Say twenty first, then jump the rest.' Have the class chorus the short count beside the long one so the difference is heard.

⚠ Pupils pick the coin that looks biggest on screen instead of the one worth the most.

Cover the coin art and read only the stamped values aloud. 'Biggest means the highest number, not the widest circle.' Re-sort the purse by value before counting on.

⚠ Pupils treat every jump as +1 instead of adding the coin's value (e.g. 20c then 10c becomes 22).

On the coin-counter, pause after the first jump and ask 'what did we add — one, or ten?' Trace the jump length to the coin's stamped value before the next add.

DIFFERENTIATION

EMERGING

- Pre-name the biggest coin on each purse and stay with totals to 20c (e.g. 10c + 5c + 5c) while the class moves toward 45c.
- Use physical cent coins at the desk so the pupil can touch the 20c first, then slide each smaller coin as the class counts on.

DEVELOPING

- After a correct 45c total, ask for a second coin set that still makes 45c and compare jump counts.
- On 27c, swap in an extra 2c and ask whether the start coin should change and why.

PROFICIENT

- Challenge: make 45c in the fewest jumps possible, then say why that set beats a longer one — still at the board under class check.
- Pose: 'Can every total to 45c be made with only 20c and 5c coins?' Pupils test on the interactive and justify.

➤ **Cross-curricular:** Tie to SPHE money sense — plan a 45c spend at the school fair, always starting the count from a 20c coin.

ANSWER KEY

a) 25c

b) 20, 30, 32

c) 20, 40, 45

Q1: 40c

Q2: 24c

Q3: 42c

a) **Always** : 20 jump to 30 jump to 35 is the correct count-on path.

b) **Never** : Biggest means worth the most, not the coin that looks largest.

c) **Always** : $20 + 10 = 30$.

d) **Never** : The rule is to start with the coin worth the most every time.

EXTENSION SHEET · STRETCH ANSWERS

S1: 22c

S2: 31c

S3: 5c

S4: 32c