

The class shop: module review

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

Paying the exact price means your coins add up to the tag with nothing left over and nothing missing.

→ A rubber costs 5c, so one 5c coin, or $2c + 2c + 1c$, both pay exactly 5c.

→ For 35c: start at 20c, then 30c with a 10c, then 35c with a 5c.

MODEL THIS ON THE BOARD

PAY EXACTLY 35C FOR A LITTLE TOY

- 1 Say the price aloud: **35c**.
- 2 Place a **20c** coin on the tray: that makes 20c.
- 3 Add a **10c** coin: now the total is 30c.
- 4 Add a **5c** coin: the coins now total exactly **35c**.
- 5 Check: nothing left over and nothing missing.

LESSON ARC

Open the class shop on the IWB with the rubber at 5c, pencil at 10c, sticker at 20c and toy at 35c. Hands up for any exact set that pays the rubber, then model each tray on the coin-counter interactive, counting on slowly for 35c: 20, 30, 35. Pupils take turns building exact sets in Try It Together, including a second different way for 10c. One price and its coins go in the copybook, then Class Challenge lands on the 35c toy with count-on talk. Student Activity Book is the desk practice.

TEACHING MOVES

1. **Getting Started.** Take three hands-up answers for the 5c rubber only. Accept one 5c, or $2c + 2c + 1c$, or five 1c. Do not open the coin tray yet — park 10c, 20c and 35c for Watch and Notice.
2. **Watch and Notice.** Point at each coin as the class says the running total. Land the rubber two ways, then two 5c for the pencil and ask whether one 10c also works. Keep the sticker to one 20c. Build the toy slowly: place 20c and say 20, add 10c and say 30, add 5c and say 35. Do not rush that count-on — it is the Class Challenge model.
3. **Try It Together.** Call prices in order: rubber 5c, pencil 10c, sticker 20c. After a correct 10c, clear the tray and demand a different set that still totals 10c. Rotate about four pupils at the coin-counter interactive. Watch for starting with lots of 1c when a bigger coin would finish faster.
4. **Write a price in your copy.** Walk the row for a clear price and at least one coin list that could match it. This is whole-class copybook practice, not marking. If a pupil stalls, offer 5c or 10c as a safe price.
5. **Class Challenge.** Keep 5c and 10c brisk, then land on 35c. Listen for count-on from a 20c (20, 30, 35). If a pupil dumps only 1c coins, ask once whether a bigger coin would help. Use the Check tick as the class verdict before moving on.

6. **What Did We Notice?** Listen for: coins add up to the tag; nothing left over; nothing missing; start with the biggest coin. Revoice: so the tray total and the price tag must match. Invite one pupil to retell the 35c count-on aloud.

COMMON MISCONCEPTIONS

⚠ Pupils treat 'enough' as any total at or above the price, so a 10c coin is offered for a 5c rubber and they call it paid.

Freeze the tray. Point at the tag and the running total together: 'Exact means the two numbers match — nothing left over.' Clear the extra and rebuild to 5c only.

⚠ Pupils pay every price with a pile of 1c coins and never reach for a 5c, 10c or 20c.

After one slow 1c build, ask: 'Which single coin does that same job?' Place the bigger coin beside the pile so the class sees both are exact, then insist the next build starts with the biggest useful coin.

⚠ On 35c, pupils place 20c then jump straight to '35' without naming the middle step, so a missing 10c or 5c goes unnoticed.

Reset the tray and make them say each total out loud as the coin lands: 20, then 30, then 35. The spoken chain is the check before anyone hits Confirm.

DIFFERENTIATION

EMERGING

- Hold the board on 5c and 10c only while the class moves toward 35c; pupil builds those two prices with coin cards at the desk.
- Pre-place the biggest coin on the tray so the pupil only adds the small coins that finish the total.

DEVELOPING

- After a correct 10c, clear the tray and require a second different set before the class moves on.
- Cover one coin on a finished 35c tray and ask what is missing so the total still hits the tag.

PROFICIENT

- While the main board rounds finish, ask for three different exact sets for the 35c toy, each counted on from the biggest coin.
- Narrate a stretch price from the front — 40c or 45c — and have the pupil build and count on at the tray before the class checks.

✂ **Cross-curricular:** When the real class shop opens, pupils check exact-coin payments for pencils and rubbers as shopkeeper.

ANSWER KEY

Scaffold: visual check on the page

Q1: 5c (or 2c+2c+1c)

Q2: 10c or 5c+5c

Q3: 20c + 20c + 5c

a) Never : $2 + 2 = 4$, not 5.

b) Never : 20c + 10c is only 30c, so 5c is still missing.

c) Always : $20 + 2 = 22$.

d) Always : Both sets add to 20c with nothing missing or left over.

EXTENSION SHEET · STRETCH ANSWERS

S1: 13c

S2: 2c

S3: 5c

S4: 1c