

Indicators

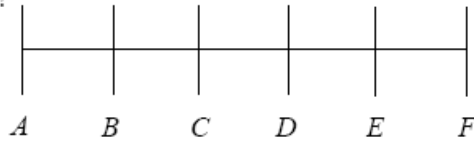
Objective:

1.02 Develop meaning for percents.

- a) Connect the model, number word, and number using a variety of representations.

| Vocabulary and Resources | | |
|--------------------------|-----------------------------|------------------------------|
| part/whole ratio | proportion cross product | hundred grid circle graph |

- A.** The line segment AF is marked off into five equal parts. If you start at point A and go 77% of the way to point F , between which two points will you be?

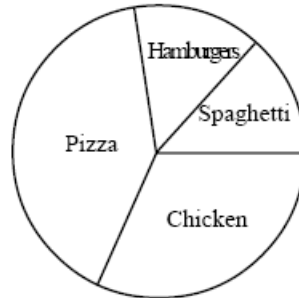


(Adapted from SREB publication *Getting Students Ready for Algebra I: What Middle Grades Students Need to Know and Be Able to Do*)

- B.** At a school health fair, the technician recorded the weights of 265 sixth grade students. According to national health statistics, 40% of the students would be classified as overweight. What fractional part of the students are overweight? How many students are overweight? Shade the portion of the rectangle to represent the overweight students in the sixth grade.

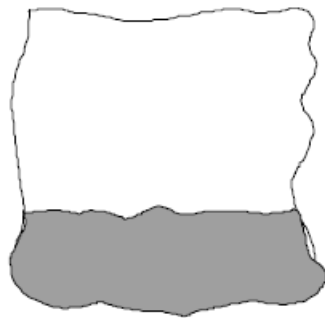


C. Favorite Cafeteria Choices



- Which two choices would represent about 25% of the total graph?
- What percent would represent the remaining choices?
- Estimate what percent of students like spaghetti or chicken nuggets?

D. Estimate the percent of the figure that is shaded. What percent of the figure is not shaded?



E. Lunch for two friends cost \$25.35 and the 6% tax was \$1.52. Use what you know about the 6% tax to estimate an 18% tip to leave the server.

F. Mary is looking for the lowest price to pay for a hair dryer.
Which store would have the lowest price?

| | |
|---------|------------------------|
| Store A | \$8 off \$20.95 |
| Store B | 25% off \$20 |
| Store C | $\frac{1}{3}$ off \$18 |
| Store D | 10% off \$25 |