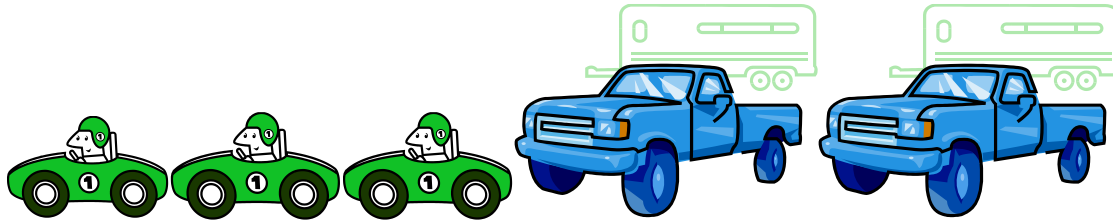


Lesson 25: A Fraction as a Percent

Classwork

Example 1



Sam says 50% of the vehicles are cars. Give three different reasons or models that prove or disprove Sam’s statement. Models can include tape diagrams, 10×10 grids, double number lines, etc.

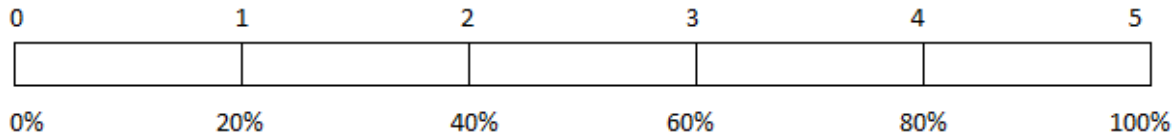
How is the fraction of cars related to the percent?

Use a model to prove that the fraction and percent are equivalent.

What other fractions or decimals can represent 60%?

Exercise 2

Use the tape diagram to answer the following questions.



80% is what fraction of the whole quantity?

$\frac{1}{5}$ is what percent of the whole quantity?

50% is what fraction of the whole quantity?

1 is what percent of the whole quantity?

Exercise 3

Maria completed $\frac{3}{4}$ of her work day. Create a model that represents what percent of the workday Maria has worked.

What percent of her work day does she have left?

How does your model prove that your answer is correct?

Exercise 4

Matthew completed $\frac{5}{8}$ of his work day. What decimal would also describe the portion of the workday he has finished?

How can you use the decimal to get the percent of the workday Matthew has completed?

Exercise 5

Complete the conversions from fraction to decimal to percent.

Fraction	Decimal	Percent
$\frac{1}{8}$		
	0.35	
		84.5%
	0.325	
$\frac{2}{25}$		

Exercise 6

Choose one of the rows from the conversion table in Exercise 5 and use models to prove your answers. (Models could include a 10×10 grid, a tape diagram, a double number line, etc.)