Name:	NYS COMMON CORE MATHEMATICS CURRICULUM

Example 1: Visual Approaches to Finding a Part, Given a Percent of the Whole

In Ty's math class, 20% of students earned an A on a test. If there were 30 students in the class, how many got an A?

Exercise 1

In Ty's art class, 12% of the Flag Day art projects received a perfect score. There were 25 art projects turned in by Ty's class. How many of the art projects earned a perfect score? (Identify the whole.)

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Exerci	cise 2	
A bag of	of candy contains 300 pieces of which 28% are red. How	w many pieces are not red?
a.	Write an equation to represent the number of pieces	s that are not red, n .
b.	. Use your equation to find the number of pieces of ca	andy that are not red.
c.	Jah-Lil told his math teacher that he could use the an	iswer from part (b) and mental math to find
	the number of pieces of candy that are not red. Expl	ain what Jah-Lil meant by that.

Example 4: Comparing Part of a Whole to the Whole with the Percent Formula

Zoey inflated 24 balloons for decorations at the middle school dance. If Zoey inflated 15% of the balloons that are inflated for the dance, how many balloons are there total? Solve the problem using the percent formula, and verify your answer using a visual model.