

# What Percent Did You Save?

## Purpose

Students will calculate given percentages of quantities and solve problems involving sales discounts.

## Materials

*For the teacher:* overhead projector, overhead markers (red, green, blue, yellow), overhead transparency of 100-chart grid

*For each pair of students:* copy of Black Line Master (BLM) *What Percent Did You Save?*, copy of newspaper sales ad from a department store, paper, pencil

## Activity

### A. Introduction

1. Review with students that percent means a number out of 100 (e.g., 56% means 56 out of every 100).
2. Color in the 100-chart transparency using four or five different colors.
3. Ask students to name the percent of squares that are red, green, blue, or yellow.
4. Remind students that percents can be written as a decimal or a fraction (e.g.,  $63\% = 0.63 = \frac{63}{100}$ ).

### B. Teacher-Led Activity

1. Read the following problem to students:  
Jane needed a new coat. Barger's Department Store was having a sale on coats for 30% off. The coat that Jane wants was originally priced \$179.00. How much will Jane save? How much will she pay for the coat?
2. Remind students that a percent must first be changed to a decimal before any calculations are done.
3. Ask students to solve the problem and then volunteer their answers. [\$53.70 is the amount saved, \$125.30 is the amount she paid for the coat]

(continued)

### EXTENDING THE ACTIVITY



As a homework project, direct each student to plan a family meal, look at newspaper ads to compare prices at two different stores and determine the percent of money saved by shopping at one particular store over another store.

### INCORPORATING TECHNOLOGY



Have students create their own sales flyer for a department store. Allow them to research prices on the Internet. Encourage them to use clip art to illustrate sales items. Ask them to include original prices, the discount percentage, and the sale price for each item.

### Standards Link 6.1.4

**Activity (continued)** 

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**C. Partner Activity**


1. Hand out newspaper sales ads to each pair of students.
2. Tell students to take a few minutes to look at the ads to find what is on sale with what percent off. Have them share answers with the class.
3. Have each pair of students complete the BLM *What Percent Did You Save?* using the newspaper ad to solve the final problem.


**Classroom Assessment** 


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**Basic Concepts and Processes**

As students complete the BLM, ask the following questions to gauge your students' understanding of the Standard Indicator:

 If I saved 5% on a \$50.00 pair of slacks, how much money would I save? [\$2.50]

 How did you find the solution?

 If 25% of the students in our class wear glasses, how many students wear glasses?

 How did you find your answer?

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Names: \_\_\_\_\_



# What Percent Did You Save?

Work with your partner to solve the following problems.  
Use the newspaper ad to solve problem 3.

1. At the coat sale, Jane found a hat for \$25.00, a pair of gloves for \$36.00, and boots for \$135.00. If all these were 30% off, how much did Jane pay the cashier?

2. Mark bought 6 cans of green beans at 2 for \$1.10, 2 loaves of bread at 2 for \$1.85, a roll of paper towels for \$1.25, and 3 cans of tomatoes at 3 for \$1.00. He had a coupon for 25% off all items. How much did Mark save? If Mark's mother gave him \$20.00, did he have enough to pay for his things? Explain your reasoning.

3. Use the newspaper sales ad to find 5 items you and your partner would like to buy. If the store is offering an extra 15% off all items, figure how much you would save on each item, your total savings, and your final total cost.

# What Percent Did You Save?

## Teacher Directions

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Distribute one copy of the BLM *What Percent Did You Save?* to each student. Have students work with a partner to solve the problems. Direct students to use the newspaper sales ads to solve the final problem.

## Answer Key

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1. \$137.20
2. \$1.85; he had enough money
3. Answers will vary