

**Today's Lesson: To find a percent of a quantity as a rate per 100; solve problems, given a part and the percent.**

**CCSS**

Ratios and Proportional Relationships, 6th Grade. (To understand ratio concepts and use ratio reasoning to solve problems.) 6.RP.A.3c

**Focus Lesson 1  
(I do)**

*"We have been learning about percentages. Today we are going to learn how to write and explain how to find percentages of numbers."*

Begin the lesson by posing the following question, and writing it on the board or chart paper. *"How can I find 30% of 100?"*

The teacher will ask the students to discuss with a partner how they might find this information. *"I am going to show you how I figured out what 30% of 100 would be."* The teacher will think aloud and say, *"The best way for me to figure out this problem is to set up a proportion. We can look at 30% as 30 out of 100. It can also look like the following examples."*

The teacher will then write the following examples on the board. (30 to 100, 30:100, 30/100 and .3.)

Thinking aloud, the teacher will say, *"As you can see, there are many ways to show 30 percent of 100. We can find the answer like this."* Still thinking aloud, the teacher will write and say, *"x = percentage as a decimal.  $X = .3$  (100)  $x = 30$ ."*

*So, I have shown you that 30 percent of 100 is 30. Now let's try it with a different percentage of a number. Let's try 45% of 50.  $X = .45$   $x = .45$  (50)  $x = 22.5$  45% of 50 equals 22.5."*

**Round of Daily 3 Math**

**Focus Lesson 2  
(We do)**

The teacher needs to hand out a list of problems. The teacher will say, *"We are going to practice finding percentages of a number. You are going to get 4 different problems. You and a partner will try and find out the percentage of each number. We will then check these together as a class."*

The teacher will then proceed to hand out a list of 4 problems. The students should work with their partner to find out the answer to each problem. After the majority of pairs are finished, the teacher will bring the class together again as a whole, and the teacher and students will work through each problem.

Possible problems are:

78% of 40

25% of 62

33% of 98

44% of 71



## Round of Daily 3 Math

### Focus Lesson 3 (You do)

The teacher will put the following sentence starter on the white board or chart paper.

“To find a percentage of a number, I . . . .”

Each student should be able to explain the process they go through to find the percentage of a number, in their math journal.

Then, the teacher can assign a list of problems for the student to complete on their own.

Possible problems are:

35% of 22

77% of 36

50% of 80

12% of 52

## Student Sharing



