

# Learning Activity for Percentages 5<sup>th</sup> Grade

**Objective:** The students will be able identify percents using money and 10 x10 grids.

**Materials:** plastic money and 10 x10 grids

## PERCENTAGES

Percentages!  
Percentages!

When you take a percent  
It's like how many cents  
Out of a dollar  
It just makes so much sense  
To say how many cents  
Out of a dollar

If you say twenty-five percent  
You could say twenty-five out of one hundred  
And that's just like a quarter for you

And that's like one out of four  
Or you could say one fourth  
One quarter means one-fourth, that's true

When you take a percent  
It's like how many cents  
Out of a dollar  
It just makes so much sense  
To say how many cents  
Out of a dollar

If you say fifty percent  
It's just like fifty out of one hundred  
The same as saying one out of two

You could say one half  
Or fifty out of one hundred  
And that's just like two quarters for you

When you take a percent  
It's like how many cents  
Out of a dollar  
It just makes so much sense  
To say how many cents  
Out of a dollar

(Bridge)  
A penny is one cent  
And a dollar is a hundred cents  
So a penny is one percent of a dollar

A nickel is five cents  
And a dollar is a hundred cents  
So a nickel is five percent of a dollar

So if you know how many cents  
Larger or smaller  
Then you know  
What percentage of a dollar

Percentages!  
Percentages!  
Percentages!

When you take a percent  
It's like how many cents  
Out of a dollar  
It just makes so much sense  
To say how many cents  
Out of a dollar  
(repeat and fade)

## Procedure:

- 1) Play the song.
- 2) Teacher will discuss how money can be used to find certain percents.
- 3) Talk through the examples in the song.
- 4) Give students 10 x10 grids and plastic coins.
- 5) Teacher models an example, such as \$0.20 is 20¢ which is 20%. Students will color in 20 squares on their 10 x10 grid to illustrate 20%. Ask students to discover the fraction. Guide through, if necessary.
- 6) Teacher gives 4 more money amounts for students to model on their 10 x10 grid and then find the percent and fraction equivalents.

**Evaluation:** Teacher observation while students are working. Choose 5 different percents or dollar amounts for students to work to demonstrate an understanding of percents. Students will also reflect in their journals about finding percents.