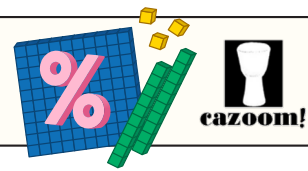


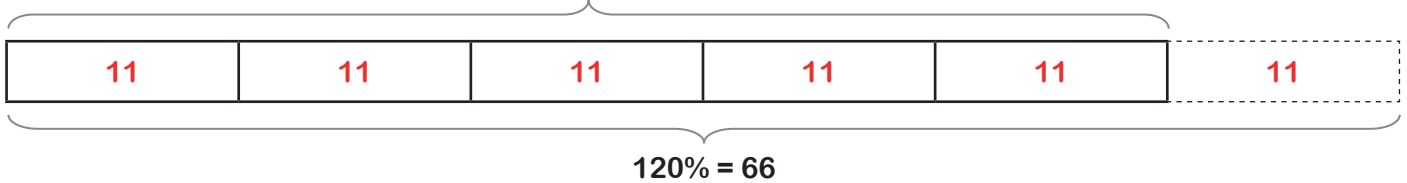
Reverse Percentages - Using a Bar Model (B) **ANSWERS**



Section A Use the bar models to find the original amount each given increase.

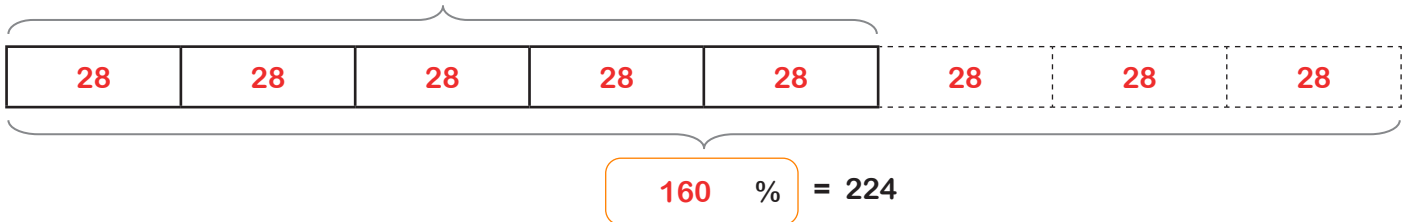
- 1) An amount is increased by 20% to 66, use the bar model to find 100% (the original amount).

$$100\% = \boxed{55}$$



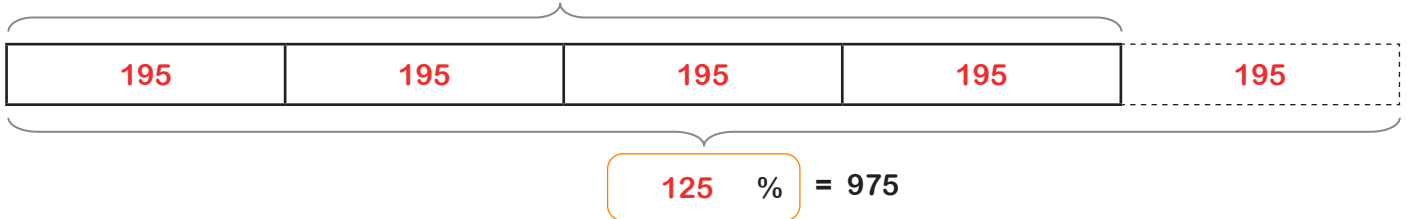
- 2) An amount is increased by 60% to 224.

$$100\% = \boxed{140}$$



- 3) An amount is increased by 25% to 975.

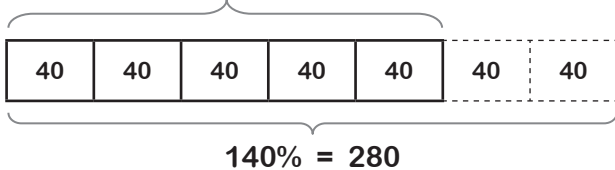
$$100\% = \boxed{780}$$



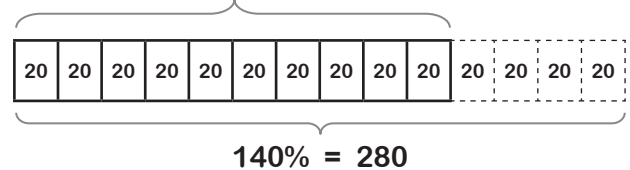
Section B Students are using bar models to calculate with percentages. Here is some of their work:

An amount is increased by 40% to 280, find the original amount.

$$100\% = \boxed{200}$$



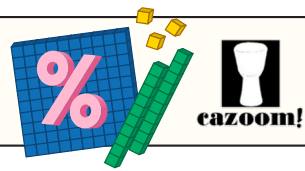
$$100\% = \boxed{200}$$



What's the same and what's different in the ways the students have used the bar models?

The students both get the same answer however one divides 140% in blocks of 20% and the other into blocks of 10%.

Reverse Percentages - Using a Bar Model (B) **ANSWERS**



Section C Use the bar models to find the original amount after each given increase.

- 1) An amount is increased by 10% to 99

$$110\% = 99$$



$$100\% = \boxed{90}$$

- 2) An amount is increased by 15% to 920

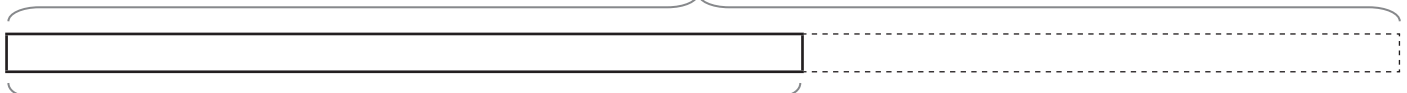
$$115\% = 920$$



$$100\% = \boxed{800}$$

- 3) An amount is increased by 75% to 49

$$175\% = 49$$



$$100\% = \boxed{28}$$

- 3) An amount is increased by 30% to 325

$$130\% = 325$$



$$100\% = \boxed{250}$$

- 3) An amount is increased by 80% to 378

$$180\% = 378$$



$$100\% = \boxed{210}$$

- 3) An amount is increased by 45% to 116

$$145\% = 116$$



$$100\% = \boxed{80}$$