

T-shirt sales

Annotation

Mai can write an equality statement of a proportional situation involving an unknown and can explain her reasoning for the notation she uses. She knows that “of” can be expressed with a multiplication symbol.

Problem: T-shirt sales

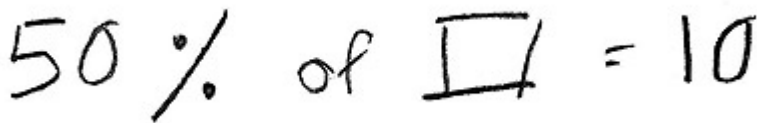
The teacher shows the student the following problem, reading it to them as required:

There is a 50% discount on T-shirts. Pepe buys one T-shirt and pays \$10. What was the original price?

Then the teacher asks the student:

Before you solve this problem, can you write an equation to describe the situation?

Student Response



A handwritten equation on a light background. It reads "50 % of □ = 10". The "50" is written in a large, slightly slanted font. The percentage sign is a simple vertical line with a diagonal slash. The word "of" is written in a cursive-like script. The symbol "□" is a simple square outline. The equals sign is a simple horizontal line. The number "10" is written in a large, slightly slanted font.

Teacher: Tell me about what you have written.

If it's 50% off, then the \$10 that Pepe pays is the same as 50% or half of the original price.

Mai: So I've written 50% of "box" because that's for the original amount that we are trying to find. I could have written 0.5 of "box" too.

Teacher: Do you know a maths symbol you could write instead of "of"?

Mai: I could write a times.