

Introduction to Percentage for Class 5

Unit: Number System & Notation - Student Practice Worksheet

Overview: Ms. Rao wrote $93/100$ on the board and asked for the percent. Kabir said: when the denominator is already 100, you read the numerator and attach percent. Anaya added: if it is not out of 100 yet, build an equivalent fraction with 100 below.

Practice Questions (30 Total)

Section A - Easy

Q1. Using the percent table, what fraction (before simplifying) is 20%?



Using the percent table, wha

- ☐ A. 20/10
- ☐ B. 20/100
- ☐ C. 2/100
- ☐ D. 200/100

Q2. What does 'percent' mean?

- ☐ A. Out of a hundred
- ☐ B. Out of a thousand
- ☐ C. Out of ten
- ☐ D. Out of one

Q3. $3/5$ written as a percent is: scale to denominator 100.

- ☐ A. 35%
- ☐ B. 60%
- ☐ C. 3%
- ☐ D. 80%

Q4. Using the percent table, what decimal is 20%?



Using the percent table, wha

- ☐ A. 2.0
- ☐ B. 0.02
- ☐ C. 0.20
- ☐ D. 20.0

Q5. What is 100% of any number?

- ☐ A. Half the number
- ☐ B. Zero
- ☐ C. Double the number
- ☐ D. The whole number itself

Q6. 10% of 200 is: compute it.

- ☐ A. 10
- ☐ B. 200
- ☐ C. 2
- ☐ D. 20

Q7. Using the percent table, 25% simplifies to which fraction?

Using the percent table, 25%

- ☐ A. $\frac{1}{4}$
- ☐ B. $\frac{1}{2}$
- ☐ C. $\frac{1}{25}$
- ☐ D. $\frac{1}{5}$

Q8. What is 0% of any number?

- ☐ A. The number itself
- ☐ B. Zero
- ☐ C. Half the number
- ☐ D. One hundred

Q9. 25% of 100 is: compute it.

- ☐ A. 25
- ☐ B. 50
- ☐ C. 75
- ☐ D. 100

Q10. Using the percent table, compute 50% of 40.

- ☐ A. 10
- ☐ B. 25
- ☐ C. 20
- ☐ D. 40

Section B - Medium

Q11. The table shows the shirt's price and discount. Using it, how much is the discount amount?

The table shows the shirt's

then compare

- ☐ A. Rs. 200
- ☐ B. Rs. 50
- ☐ C. Rs. 100
- ☐ D. Rs. 400

Q12. Why does converting a percentage to a decimal work as a shortcut for percent-of-a-number problems?

- ☐ A. Because 'X% of a number' means multiplying by $X/100$, and a decimal is another way to write that fraction
- ☐ B. Because decimals are always more accurate than fractions
- ☐ C. Because percentages cannot be multiplied directly at all
- ☐ D. It's just a coincidence with no underlying reason

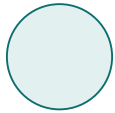
Q13. A student scored 40 out of 50. Compute what percentage that is.

- ☐ A. 40%
- ☐ B. 50%

☐ C. 90%

☐ D. 80%

Q14. Using the same table, what is the final price after the discount?



Using the same table, what i

☐ A. Rs. 500

☐ B. Rs. 400

☐ C. Rs. 450

☐ D. Rs. 100

Q15. Which fraction is equivalent to 60%?

☐ A. 6/10 only, no simpler form

☐ B. 3/5

☐ C. 2/3

☐ D. 6/100 only

Q16. What is 30% of 150? Compute it.

☐ A. 30

☐ B. 45

☐ C. 50

☐ D. 60

Q17. A different table shows a class of 25 students, 20% wearing glasses. Using it, how many students is that?



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A different table shows a cl

☐ A. 10

☐ B. 20

☐ C. 5

☐ D. 25

Q18. What does it mean to ask 'what percentage is X out of Y'?

- ☐ **A.** Finding what X/Y is worth when scaled to be out of 100
- ☐ **B.** Finding the sum of X and Y added together
- ☐ **C.** Finding the difference between X and Y
- ☐ **D.** Finding whether X is bigger or smaller than Y

Q19. A Rs. 1000 item is discounted by 15%. Compute the final price.

- ☐ **A.** Rs. 950
- ☐ **B.** Rs. 150
- ☐ **C.** Rs. 1150
- ☐ **D.** Rs. 850

Q20. The table shows 10 out of 40 marbles are red. Using it, compute what percentage of the marbles are red.

- ☐ **A.** 25%
- ☐ **B.** 10%
- ☐ **C.** 40%
- ☐ **D.** 50%

Section C - Challenge

Q21. The table compares two test scores. Using it, which test has the higher PERCENTAGE?



The table compares two test

- ☐ **A.** The first test (75%)
- ☐ **B.** They are exactly equal
- ☐ **C.** The second test (80%)
- ☐ **D.** Cannot be compared

Q22. Anaya says: '80% and $4/5$ are exactly the same amount.' Is she right?

- ☐ **A.** No, $4/5$ is bigger than 80%
- ☐ **B.** No, $4/5$ is smaller than 80%
- ☐ **C.** Yes — $80/100$ simplifies exactly to $4/5$

- ☐ D. Only for whole numbers

Q23. A shop offers 20% off, then an EXTRA 10% off the already-discounted price, on a Rs. 500 item. Compute the final price.

- ☐ A. Rs. 360
- ☐ B. Rs. 350
- ☐ C. Rs. 400
- ☐ D. Rs. 340

Q24. The table shows a markup then a discount on a Rs. 200 item. Using it, is the final price exactly Rs. 200?

The table shows a markup the



- ☐ A. Yes, the two 30%s cancel out exactly
- ☐ B. No — the final price is Rs. 230, more than the original
- ☐ C. It depends on the item
- ☐ D. No — the final price is Rs. 182, less than the original

Q25. Ravi says a percentage can never be more than 100%, because 'per cent' means out of a hundred and you can't have more than a whole. Is he right?

- ☐ A. No — percent is a scaling factor, not a ceiling; 150% of a number is one-and-a-half times it, genuinely more than the original
- ☐ B. Yes — every percentage must be 100 or less
- ☐ C. Only money amounts can have percentages above 100%
- ☐ D. A percentage above 100% is always a mistake in the calculation

Q26. A recipe requires 250 g of flour, and a cook wants to make 150% of the recipe. Compute how much flour is needed.

- ☐ A. 300 g
- ☐ B. 375 g
- ☐ C. 350 g
- ☐ D. 400 g

Q27. The table shows a two-step 50%-then-50% discount. Using it, is the final price 0% of the original?



The table shows a two-step 5

- ☐ A. Yes, two 50% cuts always mean free
- ☐ B. No — the second 50% applies to the ALREADY reduced price, leaving 25% of the original, not 0%
- ☐ C. No — the final price is exactly 50% of the original
- ☐ D. No — the final price is exactly 75% of the original

Q28. A number increased by 20% becomes 120. What does this tell you about how to find the original number?

- ☐ A. 120 represents 120% of the original, so dividing by 1.20 recovers the original
- ☐ B. Subtracting 20 from 120 gives the original number
- ☐ C. The original number is always exactly 100
- ☐ D. There is no way to recover the original number

Q29. A Rs. 300 item's price is reduced to Rs. 240. Compute the percentage discount applied.

- ☐ A. 60
- ☐ B. 40
- ☐ C. 80
- ☐ D. 20

Q30. The table shows a class of 40, with 15 scoring above 90%. Using it, compute what percentage of the class scored above 90%.

- ☐ A. 37.5%
- ☐ B. 15%
- ☐ C. 40%
- ☐ D. 60%

Answer Key

- Q1:** (B) (b) 20/100. Read the table's Fraction column for the 20% row.
- Q2:** (A) (a) Out of a hundred — that's what the word itself means.
- Q3:** (B) (b) 60%. $\frac{3}{5} \times \frac{20}{20} = \frac{60}{100} = 60\%$.
- Q4:** (C) (c) 0.20. Read the table's Decimal column for the 20% row.
- Q5:** (D) (d) The whole number itself — 100% means all of it.
- Q6:** (D) (d) 20. $0.10 \times 200 = 20$.
- Q7:** (A) (a) $\frac{1}{4}$. The table shows 25/100, which simplifies to $\frac{1}{4}$.
- Q8:** (B) (b) Zero — 0% means none of it.
- Q9:** (A) (a) 25. A quarter of 100.
- Q10:** (C) (c) 20. The table shows 50% = 0.50; $0.50 \times 40 = 20$.
- Q11:** (C) (c) Rs. 100. Read the table: 20% of Rs. 500 = 100.
- Q12:** (A) (a) 'X% of a number' fundamentally means multiplying by $X/100$, and the decimal form is the same fraction written differently.
- Q13:** (D) (d) 80%. $\frac{40}{50} = \frac{80}{100} = 80\%$.
- Q14:** (B) (b) Rs. 400. The table's price minus the discount: $500 - 100 = 400$.
- Q15:** (B) (b) $\frac{3}{5}$. $\frac{60}{100}$ simplifies to $\frac{3}{5}$.
- Q16:** (B) (b) 45. $0.30 \times 150 = 45$.
- Q17:** (C) (c) 5. The table's 20% of 25 = 5.
- Q18:** (A) (a) It means scaling the fraction X/Y so its denominator becomes 100 — that scaled numerator is the percentage.
- Q19:** (D) (d) Rs. 850. 15% of 1000 = 150; $1000 - 150 = 850$.
- Q20:** (A) (a) 25%. The table's $\frac{10}{40} = \frac{25}{100} = 25\%$.
- Q21:** (C) (c) The second test (80%). The table shows $\frac{45}{60} = 75\%$ vs $\frac{80}{100} = 80\%$.
- Q22:** (C) (c) Yes — $\frac{80}{100}$ simplifies exactly to $\frac{4}{5}$, so they represent the exact same amount.
- Q23:** (A) (a) Rs. 360. 20% off 500 = 400; 10% off 400 = 40; $400 - 40 = 360$.
- Q24:** (D) (d) No. The table shows the markup lands on Rs. 260, then 30% off Rs. 260 is Rs. 78, giving Rs. 182 — less than the original Rs. 200.
- Q25:** (A) (a) No. Percent is a scaling factor, not a hard limit -- Ravi's mistake is treating 'out of a hundred' as a ceiling rather than a ratio, the same idea behind 150% of 250 being genuinely more than 250.
- Q26:** (B) (b) 375 g. 150% of 250 = $1.5 \times 250 = 375$.
- Q27:** (B) (b) No. The table shows the second 50% cut applies to the already-halved price, landing at 25% of the original.
- Q28:** (A) (a) 120 is 120% of the original (100% plus the 20% increase), so original = $120 \div 1.20$.

Q29: (D) (d) 20. Discount amount = $300 - 240 = 60$; $60/300 = 20\%$.

Q30: (A) (a) 37.5%. The table's $15/40 = 0.375 = 37.5\%$.

You've got this! Keep learning and shining! - Ruchi Math Coaching