

GRADE 4 LEARNING PACK

Fractions of Quantities & Combining Like Parts

Find simple fractions of quantities and combine fractions with the same denominator using models and reasoning.

LEARN • PRACTISE • CREATE • REFLECT

Original BrightPencil Kids resource - adult-led where appropriate

A4 edition • 12 purposeful pages • review copy

Print. Learn. Grow.

Grown-up guide

Learning objective

Find simple fractions of quantities and combine fractions with the same denominator using models and reasoning.

Use this pack well

- Model the first example aloud, then let the learner try.
- Ask “How do you know?” more often than “Are you finished?”.
- Use real objects, talk, movement or observation when the activity suggests it.
- Stop or shorten the session if attention or enjoyment drops.
- Open-ended pages can have many successful answers.

Quality note

This resource was written originally for BrightPencil Kids. Curriculum sources informed scope and progression only; no third-party worksheet or story text is reproduced.

Learn the idea

1 To find a unit fraction of a quantity, divide into equal groups.

2 Fractions with the same denominator refer to the same-sized parts.

3 A fraction answer should be checked against the whole.

Talk about it

Explain one idea in your own words. Give an example from real life, a drawing or an object if that helps.

Find $\frac{1}{4}$ of 36 and explain the equal grouping.

Find $\frac{3}{5}$ of 25.

Use a model to solve $\frac{2}{8} + \frac{3}{8}$.

Solve $\frac{7}{10} - \frac{2}{10}$ and interpret the result.

Decide whether $\frac{4}{6}$ of 30 should be greater or less than 30 before calculating.

Try it beyond the page

Real-world / hands-on connection

Share a set of safe household objects into equal groups and calculate one or more fractions of the set.

Before you finish

What did you notice?

What evidence, object or example helped you?

What would you change if you tried again?

Create something

Your project

Design a recipe-style fraction problem using equal parts of a fictional batch.

Use this space for planning, drawing, mapping, designing or notes.

CHALLENGE

Think deeper

1. How do you find $\frac{1}{5}$ of 20?

2. Why can numerators be combined directly when denominators match?

3. Should $\frac{3}{4}$ of a positive quantity be more than the whole?

Quick review

1. In one sentence, explain the big idea of “Fractions of Quantities & Combining Like Parts”.

2. Draw or write one example that shows you understand.

3. Choose one activity from this pack and explain the strategy you used.

4. Write one question you still have.

Answer & discussion notes

Use these as guidance, not scripts. Open questions can have different successful responses when the reasoning is sensible and evidence-based.

1. Suggested response

Divide 20 into 5 equal groups: 4.

2. Suggested response

The parts are the same size.

3. Suggested response

No.

Review before publication

Check age fit, factual accuracy, clarity, accessibility, rights provenance and whether the activity works in practice. This file remains a review copy until those checks are signed off.

FINISH

My learning reflection

I finished this BrightPencil learning pack.

One thing I understand better now:

A strategy that helped me:

Something I created or noticed:

My next small question or goal:

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