

What fraction time?

Teaching strategies for thinking about fractions

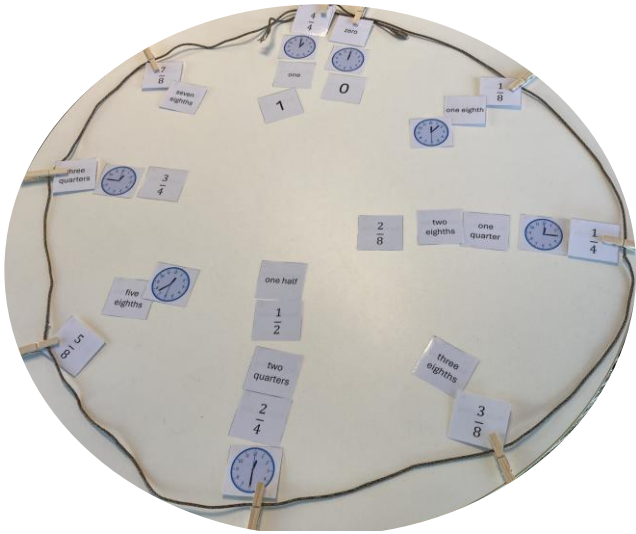
Best for

- Year level: 2–3
- Fraction construct: Measure



Overview

Description	This activity is designed to support students to develop understanding of the measure fractional construct which is foundational in students' development of thinking about fractions. Through the activity, students can be supported to understand: • that the measurement of turn and time can be used to connect number lines and the fraction construct of part-whole • the connection between the circular number lines they see on clocks (and other places) with linear number lines • that key fractions can be identified on a clockface to assist with telling the time.
Learning focus	Australian Curriculum: Years 2 and 3 Mathematics Measurement • recognise and read the time represented on an analog clock to the hour, half-hour and quarter-hour (AC9M2M04) • identify, describe and demonstrate quarter, half, three-quarter and full measures of a turn in everyday situations (AC9M2M05) • identify angles as measures of turn and compare angles with right angles in everyday situations (AC9M3M05) General capability: Numeracy learning progression Number sense and algebra: Interpreting fractions • repeated halving — makes quarters and eighths of objects and collections by repeated halving (P2) • repeating fractional parts — accumulates fractional parts (P3) • repeating fractional parts — identifies fractions in measurement situations and solves problems using halves, quarters and eighths (P3)
Teacher preparation	• Revise or introduce students to the idea of analog clocks or watches. • Identify appropriate groupings for students. This strategy works best when students are in small groups of three to four. • Assemble resources for each group: – 1.5 metre rope – cards for a circular number line – at least eight pegs.

	Resource  What fraction time? Cards for a circular number line Print and cut out. Example: Completed activity 
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Suggested implementation

1. Ask students to use the rope to make a circle for an analog clock (or a full turn). See the Example: Completed activity above.
2. Direct students to use the pegs to add the fraction cards for 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1.
3. Ask students to start adding more of the cards. Encourage students to correct and or provide feedback on the placement of others in their groups.
4. Bring students together to share and compare the results with other groups. Consider using the following questions to lead a discussion:
 - a. Which fractions were the easiest to place? Why?
 - b. How is a clockface different and similar to a number line?
 - c. Why do some fractions end up in the same place?
 - d. What fractions are the most useful when we are telling the time?
 - e. Did this activity change how you think about fractions?
 - f. Can you think of any other uses of number lines that appear in the real world?

Variations

1. Ask students to choose additional fractions and create their own cards to place on the clockface.
2. This could be completed as a whole class activity, where every student is given one or two cards to place based on their understanding. Students could provide their classmates with feedback on their placement.



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