RELAY RACE
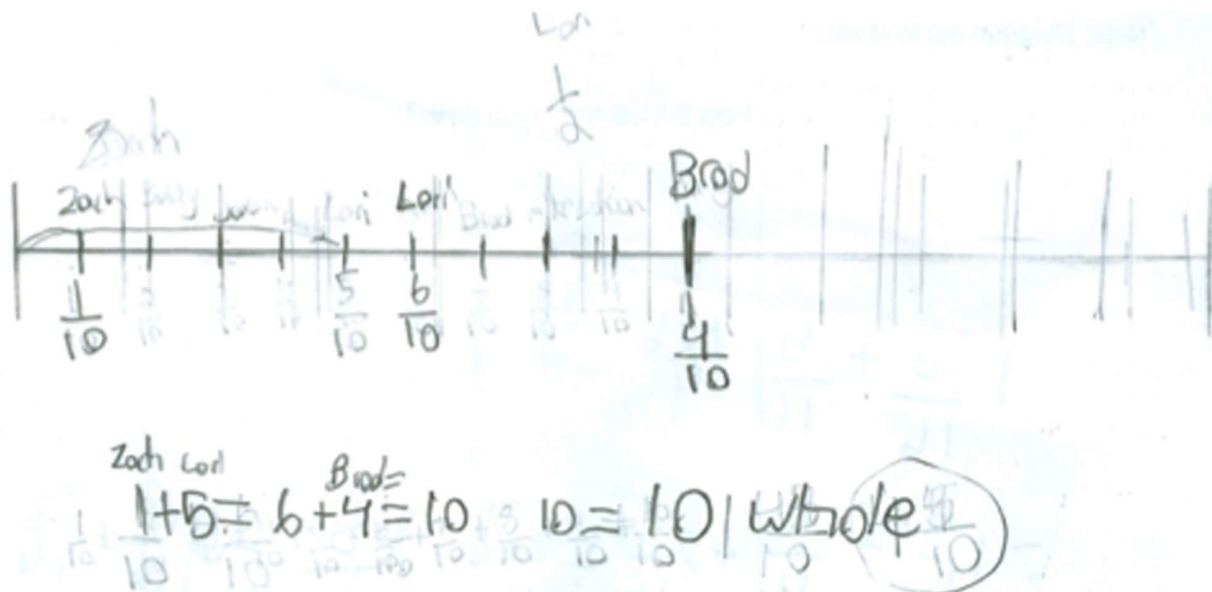## OPERATION D
Add and subtract fractions with friendly but unlike denominators (e.g., 2 and 10), using models and symbols

This student has generated a correct solution on the number line, after many attempts. It would appear that the student understands that the whole is ten tenths. However, this student is demonstrating significant whole number thinking, particularly in their number sentence where they do not include the denominator at all.

Note also that the student places one tenth in the correct place, adds one half to arrive at six tenths and then labels the final point as four tenths rather than ten tenths. This inconsistent labeling may indicate some confusion about the structure of a number line and the meaning of the labels on the line. Asking the student to describe their response would allow for greater insight into their understanding of the spaces on the number line of one tenth, the addition of the fractions and the measure of the whole as ten tenths.