**Mr. Connor: Width of a Highway**

Mr. Connor: The width of a highway. So if we looked at a highway going down the chalk board, this would be the…

Student: Length

Mr. Connor: Length, so what is the width? How wide is it?

Student: [*Unintelligible*].

Mr. Connor: Well, if we were to look at the street out here and we were measuring how wide it is, what would we use to measure it? Would we use centimeters?

Students: No.

Mr. Connor: Would we use millimeters?

Students: No.

Student: Decameters?

Mr. Connor: Decameters?

Student: Meters?

Mr. Connor: Wouldn’t we use meters? Wouldn’t we want to use something that’s about this size to measure the width of it?

Students: Yes.

Mr. Connor: Because if we used decameters, that means we would use 10 times this.

Student: Is it talking about one length or…?

Mr. Connor: Well it’s talking about the entire width of the road.

Student: [*Unintelligible*].

Mr. Connor: You’re thinking what?

Student: If there are like five lane, like a big interstate.

Mr. Connor: Ok, but it’s still, it’s not designated. It just asks about the width of a highway. Do you see why we would use this one?

Student: Yes.

Mr. Connor: Because if we use decameter, which is the width of this classroom, would we want to split it up into smaller parts, or just measure it with a smaller part already? Got it? Uhm-kay. Yep.

Student: [*Unintelligible*].

Mr. Connor: Ok, remember the chart that we did yesterday? Center ones were the major ones. They get smaller each time, and then we go up with the larger ones, so we have 13 decameter… uh, kilometers, right? And we want to go to centimeters. How many places do we move between one and the other?

Student: 5.

Mr. Connor: We move 5, so we have 13. How many zeros are we going to have to add?

Student: Five.

Mr. Connor: We’re going to have to add five zeros. So what’s the new number?

Student: Isn’t it 1,300,000?

Mr. Connor: Good. OK. Do you see it? So what did you not see before?

Student: [*Inaudible*].

Mr. Connor: S’OK. When you look at these…

Student: [*Inaudible*].

Mr. Connor: Remember the ones we did yesterday though? If we go back to looking at the chart – and you’re going to have to memorize this chart unless you have another way. If you were taught a different way to do it you can go ahead and use that way, but isn’t it easier just memorizing this? So we started here at kilometers – 1, 2, 3, 4, 5 – we moved 5 places, so that means the decimal point needs to move five places the same direction on the chart. Ok?