

MATHEMATICS

Quarter 2 - Module 3

Identify and Use the Appropriate Unit
(m or cm) to Measure the Length of an
Object and the Distance Between Two
Locations



MATHEMATICS - Grade 2
Quarter 2 - Module 3 Identify and Use the Appropriate Unit (m or cm) to
Measure the Length of an Object and the Distance Between Two Locations
Self-Learning Module (SLM)
MATATAG Curriculum
First Edition, 2025

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are clearly stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

A Pre-test is provided to measure your prior knowledge on lessons in each SLM. This will tell if you need to proceed on completing this module, or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teachers are also provided to the facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read carefully the instructions before performing each task.

If you have any questions in using this SLM or any difficulty in doing the tasks in this module, do not hesitate to consult your teachers or facilitator.

Thank you.

For the learner

Welcome to the Mathematics - Grade 2 Self-Learning Module (SLM) on Identifying and Using the Appropriate Unit (m or cm) to Measure the Length of an Object and the Distance Between Two Locations!

In this learning resource, you will have the opportunity to enjoy and successfully achieve relevant competencies at your own pace.

This module offers fun and meaningful opportunities for both guided and independent learning. You will engage with the material and become an active participant in your learning journey.

This module has the following parts and corresponding icons:



What I Need to Know

This gives you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correctly, you may decide to skip this part.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson is introduced to you in various ways such as through a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to concretize your understanding and skills about the topic. You may check the answers to the exercises using the Answer Key at the end of the module.

**What I Have Learned**

This includes questions or blank sentence/ paragraph to be filled in to process what you learned from the lesson.

**What I Can Do**

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or events.

**Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**

In this portion, another activity is given to you to enrich your knowledge or skill of the lesson learned. It also ensures retention of learned concepts.

Answer Key

This contains answers to all activities in the module.

At the end of this module, you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Avoid unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Answer *What I Know* before moving on to the other activities included in the module.
3. Carefully read the instructions before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in doing the tasks in this module, consult your teacher or facilitator. Always bear in mind that you are not alone. We hope that through this material, you will experience meaningful learning and gain a deep understanding of the relevant competencies.

For the facilitator

Welcome to the Mathematics Grade 2 Self-Learning Module on Measuring and Comparing Lengths of Objects, in Meters (m) or Centimeters (cm), and Distance in Meters, Using Appropriate Measuring Tools!

The Curriculum Implementation Division (CID) through the Learning Resource Management Section (LRMS) launched this module in cooperation with the Division's Teacher Developers, Learning Resource Evaluators (LREs), Information and Technology Officer, and subject matter experts in Mathematics and English. This has been especially developed, quality-assured, and validated to enable you to help the learners overcome their educational obstacles—personal, social, and economic—while meeting the standards outlined in the MATATAG Curriculum.

This learning resource hopes to engage the learners in guided and independent learning activities. It further aims to help them acquire the needed 21st century skills while taking into consideration their needs and circumstances.

As a facilitator, you are expected to orient the learners on how to use this module. You also need to keep track of their progress while allowing them to manage their learning. In addition, you are enjoined to encourage and assist the learners as they do the tasks contained in the module.

MATHEMATICS

Quarter 2-Module 3

Identify and Use the Appropriate Unit
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What I Need to Know

This module is designed and written to assist you and help you fully understand this lesson. The content of this module can be used in various ways or situations. The language used is simple and easy to understand for Grade Two students. The lessons are arranged to follow the appropriate standards for this subject.

The module contains lessons on:

Lesson 1 Identifying appropriate unit (m or cm) to measure the length of an object and the distance between two locations.

Lesson 2 Using appropriate unit (m or cm) to measure the length of an object and the distance between two locations.

Objectives:

After completing this module, you are expected to:

- Identify appropriate unit (m or cm) to measure the length of an object and the distance between two locations.
- Use appropriate unit (m or cm) to measure the length of an object and the distance between two locations.



What I Know

Good day kid! Let us see what you already know.

A. Directions: Choose the letter of the correct answer.

1. The length of the door measures 2 _____. Which unit of measurement should be used?
 - a. meters
 - b. centimeters
 - c. kilometers
 - d. millimeters
2. Maria wants to measure the length of the table and it is 2 ____ long. Which unit of measurement should be used?
 - a. centimeters
 - b. meters
 - c. millimeters
 - d. kilometers
3. The length of Mathematics 2 book measures 20 _____. Which unit of measurement should be used?
 - a. meters
 - b. kilometers
 - c. centimeters
 - d. millimeters
4. The length of the cellphone measures 15 _____. Which unit of measurement should be used?
 - a. kilometers
 - b. meters
 - c. millimeters
 - d. centimeters
5. The length of the tumbler measures 25 _____. Which unit of measurement should be used?
 - a. Meters
 - b. Kilometers
 - c. centimeters
 - d. millimeters

B. **Directions:** Compare the length of the following objects and choose the letter of the correct answer.

6. Maria has a ribbon that is 10 cm long and a paper that is 8 cm long. Which one is longer?
- a. book
 - b. paper
 - c. ribbon
 - d. pencil
7. Ana measures his pencil and finds it is 20 cm long. Her eraser is 12 cm long. Which one is shorter?
- a. book
 - b. paper
 - c. pencil
 - d. eraser
8. Mario's toy car is 8 cm long. His toy truck is 12 cm long, and his toy airplane is 20 cm long. Which is the longest among these three?
- a. toy car
 - b. toy truck
 - c. toy airplane
 - d. toy boat
9. The distance from the door to the window is 2 meters. The distance from the same door to the bookshelf is 3 meters. Which of the two places is closer to the door?
- a. window
 - b. bookshelf
 - c. table
 - d. chair
10. Maya walked from her home to the park with a distance of 50 meters. She also walked from the park to her friend's house which is 30 meters away. Which of the following distances is farther?
- a. friend's house to home
 - b. home to friend's house
 - c. home to park
 - d. park to friend's house

Lesson 1 - Identifying appropriate unit (m or cm) to measure the length of an object and the distance between two locations



What's In

Great day kid! I am so excited to know if you can still remember our past lesson. Try and have fun!

Directions: Choose the appropriate measuring tool for each of the following objects. Write **meters** or **centimeters** on your answer sheet.

1. Distance of home to church _____
2. Length of the window _____
3. Length of toy car _____
4. Length of lunchbox _____
5. Length of jewelry box _____

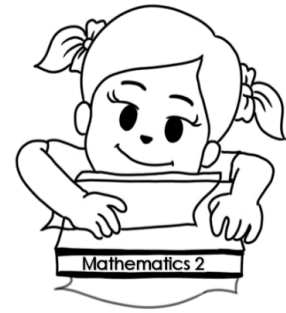


What's New

Are you ready for our new lesson? Let us discuss about measuring tool.

Read the short story.

Shane wants to cover her Mathematics 2 book with a plastic cover. What measuring tool is she going to use to measure the book?



Questions:

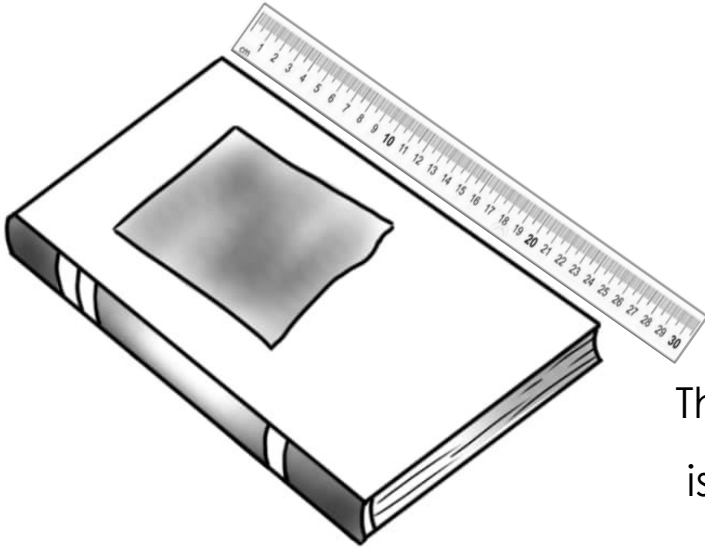
1. What book does Shane want to cover with plastic?
2. Why does Shane need a measuring tool?
3. What measuring tool should Shane use to measure her Mathematics book?



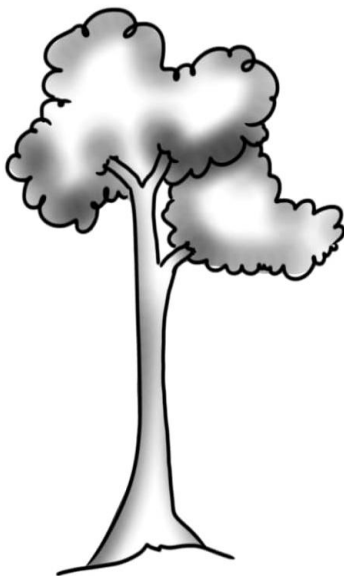
What is It

Today, you will learn about the different measuring tools.
Let us start.

Study the pictures and answer the questions that follow.

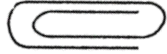


The length of the book
is 27 centimeters

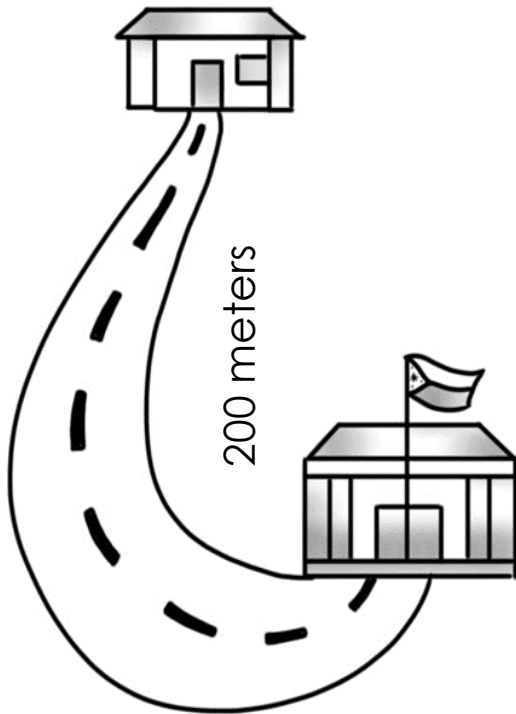


10
9
8
7
6
5
4
3
2
1

The tree is 10 meters high



The paper clip is 4 centimeters long



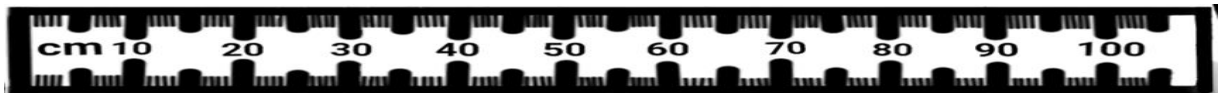
The distance between home and school is 200 meters

Answer the questions:

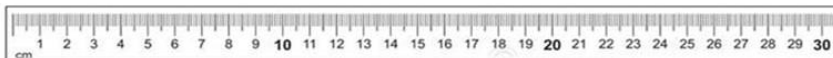
1. What appropriate measuring tool should be used to measure the length of large or long objects?
2. What appropriate measuring tool should be used to measure the length of small or short objects?
3. What appropriate measuring tool should be used to measure the short distance between two locations?

Measurement tools such as meter sticks and rulers are frequently used to determine the length or distance of objects.

However, did you know that we measure larger spaces and small objects using different units?



meter stick (100 centimeters)



ruler (30 centimeters)

We use centimeters (cm) to measure shorter objects like books, pencils, or erasers.

We use meters (m) to measure larger objects and short distances, like the length of a classroom or the short distance between two places like the distance of the front door of the classroom and teacher's table.



What's More

I know you are excited to do the activity. Let us begin.

Directions: Write the appropriate unit of measure that should be used for the following objects. Write **centimeters** or **meters** on your answer sheet.

1. pencil _____
2. door _____
3. book _____
4. desk _____
5. table _____



What I have learned

Directions: Fill in the blanks by choosing the correct word from the box.

We use _____ to measure small objects like pencils or books, and _____ to measure longer distances like the length of a room or the distance between two locations. It is important to use the correct unit to get accurate measurements.

meters

centimeters



What I can do

Directions: Identify which unit of measure should be used to measure the following. Write **centimeters** or **meters**.

1. Distance of your home to your school. _____
2. Length of your pencil case. _____
3. Length of your notebook _____
4. Distance of library from the canteen _____
5. Length of paper clip _____



Assessment

Let us see how much you have learned from our lesson today. I know you can do it!

Directions: Choose the letter of the correct answer.

1. The length of the door measures 2_____. Which unit of measurement should be used?
 - a. meters
 - b. centimeters
 - c. kilometers
 - d. millimeters

2. Maria wants to measure the length of the table and it is 2 ____ long. Which unit of measurement should be used?
- a. centimeters
 - b. meters
 - c. millimeters
 - d. kilometers
3. The length of Mathematics 2 book measures 20 _____. Which unit of measurement should be used?
- a. meters
 - b. kilometers
 - c. centimeters
 - d. millimeters
4. The length of the cellphone measures 15 _____. Which unit of measurement should be used?
- a. centimeters
 - b. meters
 - c. millimeters
 - d. kilometers
5. The length of the tumbler measures 25 _____. Which unit of measurement should be used?
- a. meters
 - b. kilometers
 - c. centimeters
 - d. millimeters



Additional Activities

Directions: List down 5 things that can be found inside our classroom and identify what measuring tools are you going to use to measure it.

Lesson 2 - Using appropriate unit (m or cm) to measure the length of an object and the distance between two locations



What's In

Let us take a moment to review what you have learned in our past lesson.

Directions: Identify the correct unit of measurement to measure the following objects. Write **meters** or **centimeters** on your answer sheet.

1. The length of the toothpaste. _____
2. The length of the toothpick. _____
3. The width of the book. _____
4. The length of the cabinet. _____
5. The distance between canteen and gate _____



What's New

Hello, amazing kid! Today you will learn the appropriate tools to be used in measuring different objects and distance. Read the short story and answer the questions below. Enjoy!

Andrew needs to measure a box for his school project. He used a ruler to measure the length of the box. He used a meter stick to measure the plastic cover for the box. Did Andrew use the correct measuring tools?



Questions:

1. What did Andrew measure using a ruler?
2. What did Andrew use to measure the plastic cover for the box?
3. Did Andrew use the correct measuring tools?



What is It

In measuring shorter objects like books, pencils, and erasers, we use centimeters (cm).

In measuring longer objects and short distances, such as the length of a classroom or the distance between two locations, we use meters (m).



What's More

Fill Me In!

Directions: Fill in the blank with the appropriate unit to measure the following objects. Write **centimeters** or **meters** in the blank provided.

- _____ 1. eraser
- _____ 2. flag pole
- _____ 3. ballpen
- _____ 4. toy bus
- _____ 5. alcohol bottle



What I have learned

Directions: Fill in the blank with correct word.

We use _____ to measure small objects like pencils or books, and _____ to measure longer distances like the length of a room or the distance between two locations. It is important to use the correct unit to get accurate measurements.

meters

centimeters



What I can do

Directions: Measure the following objects using a ruler or a meter stick. Write centimeters (cm) or meters (m).

1. The length of chalkboard eraser : _____
2. The length of a classroom window: _____
3. The distance from your chair to the door of the classroom: _____
4. The width of your notebook: _____
5. The distance from the comfort room door to the entrance door of the classroom: _____



Assessment

Directions: Choose the correct unit of measurement for each item.

1. Ana's pencil is 20 _____ long.
 - a. centimeters
 - b. millimeters
 - c. meters
 - d. kilometers

2. The distance from the gate to your classroom is 15____.
 - a. centimeters
 - b. millimeters
 - c. meters
 - d. kilometers

3. The length of a car measures 2_____.
 - a. centimeters
 - b. millimeters
 - c. meters
 - d. kilometers

4. A piece of crayon measures 10 _____.
 - a. centimeters
 - b. millimeters
 - c. meters
 - d. kilometers

5. The height of a cabinet measures 2 _____.
 - a. centimeters
 - b. millimeters
 - c. meters
 - d. kilometers



Additional Activities

Directions: I Can Measure!

Look for three (3) objects and two (2) distances between two places inside your house that you can measure using centimeters or meters.

Answer Key

Lesson 1

<p>What I Know</p> <p>A. 1. a 2. b 3. c 4. d 5. c B. 6. c 7. d 8. c 9. a 10. c</p> <p>What's In</p> <p>1. meters 2. meters 3. centimeters 4. centimeters 5. centimeters</p> <p>What's New</p> <p>1. Mathematics book 2. To measure the book 3. ruler</p> <p>What Is It</p> <p>1. meters 2. centimeters 3. meters</p>
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<p>What's More</p> <p>1. centimeters 2. meters 3. centimeters 4. meters 5. meters</p> <p>What I Have Learned</p> <p>centimeters meters meters</p> <p>What I Can Do</p> <p>1. meters 2. centimeters 3. centimeters 4. meters 5. centimeters</p> <p>Assessment</p> <p>1. a 2. b 3. c 4. a 5. c</p> <p>Additional Activities</p> <p>Answers May Vary</p>
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Lesson 2

<p>What's In</p> <p>1. centimeters 2. centimeters 3. centimeters 4. meters 5. meters</p> <p>What's New</p> <p>1. box 2. meter stick 3. Yes, because he uses the appropriate tools</p> <p>What's More</p> <p>1. centimeters 2. meters 3. centimeters 4. centimeters 5. centimeters</p> <p>What I Have Learned</p> <p>centimeters meters</p> <p>What I Can Do</p> <p>1. centimeters 2. meters 3. centimeters 4. centimeters 5. centimeters</p> <p>Assessment</p> <p>1. a 2. c 3. c 4. a 5. c</p> <p>Additional Activities</p> <p>Answers May Vary</p>
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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 2 Module 3** titled **"Identify and Use the Appropriate Unit (m or cm) to Measure the Length of an Object and the Distance Between Two Locations"** SDO Tacurong with the primary objective of preparing for and addressing the demands of the MATATAG Curriculum. Contents of this module were based on DepEd's Learning Competencies anchored on the MATATAG Curriculum. This is a supplementary material to be used by all learners of Tacurong City in all public schools beginning SY 2024-2025. The process of LR development was observed in the production of this module. This is version **1.0**. We highly encourage feedback, comments, and recommendations

For inquiries or feedback, please write or call:

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