

MATHEMATICS - Grade 2
Quarter 2 - Module 2 Measure and Compare Lengths of Objects, in Meters or Centimeters, and Distance in Meters, Using Appropriate Measuring Tools
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 Measure and Compare Lengths of Objects, in Meters or Centimeters, and Distance in Meters, Using Appropriate Measuring Tools!

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 or Centimeters, 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 2

Measure and Compare Lengths of Objects, in Meters or Centimeters, and Distance in Meters, Using Appropriate Measuring Tools



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 - Measuring Lengths of Objects, in Meters (m) or Centimeters (cm), and Distance in Meters, Using Appropriate Measuring Tools

Lesson 2 - Comparing Lengths of Objects, in Meters (m) or Centimeters (cm), and Distance in Meters, Using Appropriate Measuring Tools

Objectives:

After completing this module, you are expected to:

- Measures lengths of objects, in meters (m) or centimeters (cm), and distance in meters, using appropriate measuring tools.
- Compare lengths of objects in meters (m) or centimeters (cm), and distance in meters, using appropriate measuring tools.



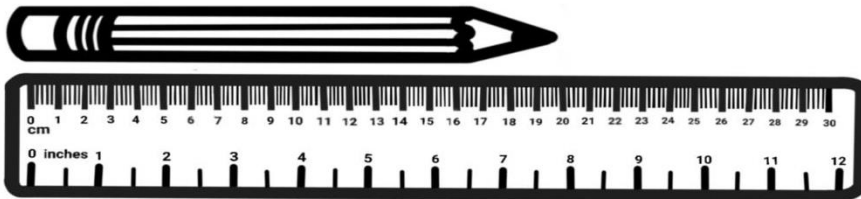
What I Know

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

A. Directions: Study the picture that follows and choose the letter of the correct answer.

Measure each object using a ruler

1. What is the length of a pencil?



- a. 4 centimeters
- b. 10 centimeters
- c. 12 centimeters
- d. 20 centimeters

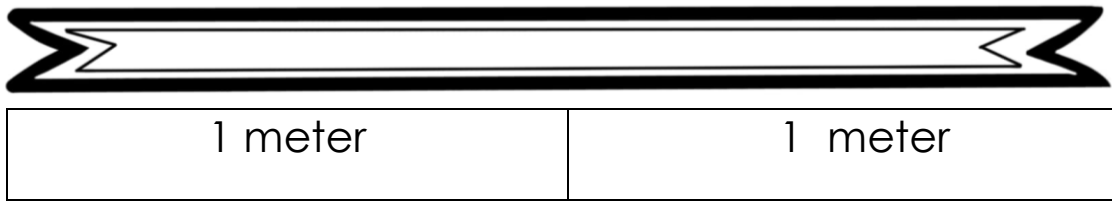
2. What is the length of a key?



- a. 5 centimeters
- b. 10 centimeters
- c. 12 centimeters
- d. 20 centimeters

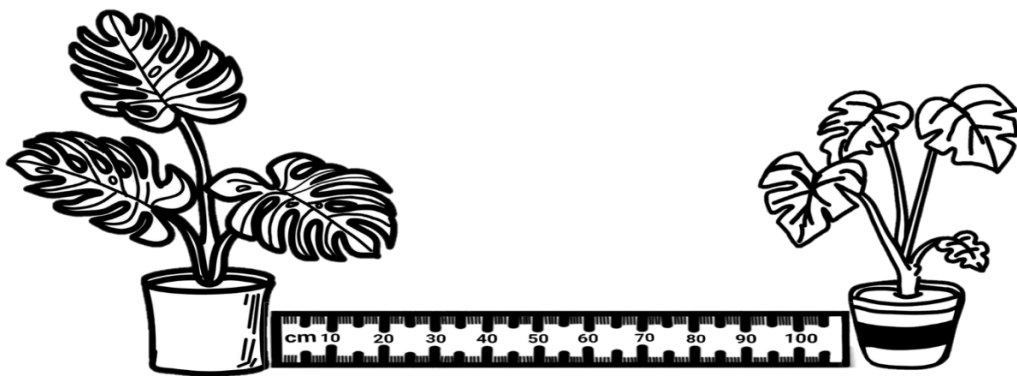
Study the picture.

3. The length of the ribbon is ____ meter/s (m).



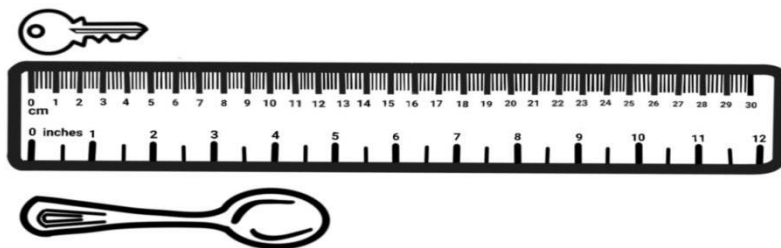
- a. 1 meter
- b. 2 meters
- c. 3 meters
- d. 4 meters

4. Using the meterstick, the distance between the two pots measured _____meter/s.



- a. 1 meter
- b. 2 meters
- c. 3 meters
- d. 4 meters

5. Using a ruler, which is longer, a spoon or a key?



- a. spoon
- b. Ruler
- c. key
- d. both have the same length

B. Directions: Compare the length of the following objects and select the correct answer.

- Ana has a pencil that is 10 cm long and a crayon that is 7 cm long. Which is longer?
 - pencil
 - crayon
 - pen
 - eraser
- Ben's book measures 15 cm long and his notebook measures 12 cm long. Which is shorter?
 - pencil
 - crayon
 - book
 - notebook
- Roberto's toy car measures 8 cm long. His toy truck is 12 cm long, and his toy airplane measures 20 cm long. Which is the longest among the three?
 - toy car
 - toy truck
 - toy airplane
 - toy bicycle
- The distance from the door to the window is 2 meters. The distance from the same door to the cabinet is 3 meters. Which of the two objects is closer to the door?
 - window
 - cabinet
 - table
 - stairs
- Eric walked from home to school with a distance of 50 meters. He also walked from school to his grandmother's house with a distance of 60 meters. Which of the following distances is farther?
 - home to school
 - school to grandmother's house
 - home to church
 - church to home

Lesson 1 - Measure Lengths of Objects, in Meters (m) or Centimeters (cm), and Distance in Meters, Using Appropriate Measuring Tools



What's In

Hello, kid! Let us check how much you remember from our past lesson. Are you ready? Here is a problem for you.

Lance has ₱320.00. His grandmother gave him ₱250.00, and his father gave him ₱180.00. How much money does Lance have now in total?

1. How much money did Lance have at the beginning?
2. How much money did Lance's grandmother and father give him in total?
3. How much money does Lance have in total?



What's New

Today, you are going to learn something exciting about measuring!

Read the short story.

Ben wants to get the length of his toy car. He uses a ruler to measure it. The toy car measures 15 centimeters long.



Questions:

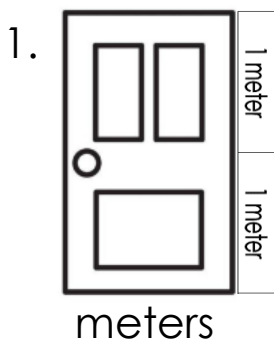
1. What did Ben want to measure?
2. What did he used to measure the toy car?
3. How long is the toy car?



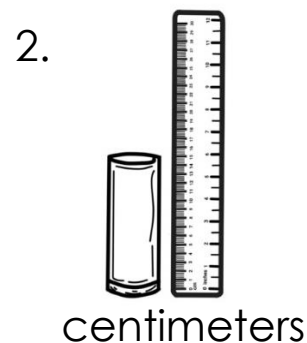
What is It

Now, you will learn more about measuring lengths!

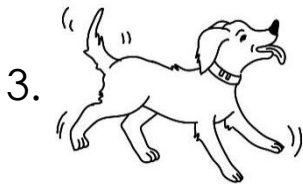
Study the pictures below.



The door has a length of 2 meters



The glass has a length of 15 centimeters



1 meter	1 meter	1 meter
---------	---------	---------



The distance between the dog and the ball is 3 meters

Answer the questions:

1. What unit of measure did you use to measure the length of the door?
2. Why do you think you use that unit of measure for the door?
3. What unit of measure did you use to measure the length of the glass?
4. Why did you use centimeters to measure the glass?
5. What unit of measure did you use to measure the distance between the dog and the ball?
6. Why did you use meters to measure the distance between the dog and the ball?

Measuring Lengths

We use a ruler to measure the length of objects. For smaller things, we use centimeters (cm). For larger things, we use meters (m).

Measuring Distance

We use a meter stick or tape measure to find out how far apart two objects are. We measure this distance in meters (m). A meter is longer than a centimeter. One meter is equal to 100 centimeters.

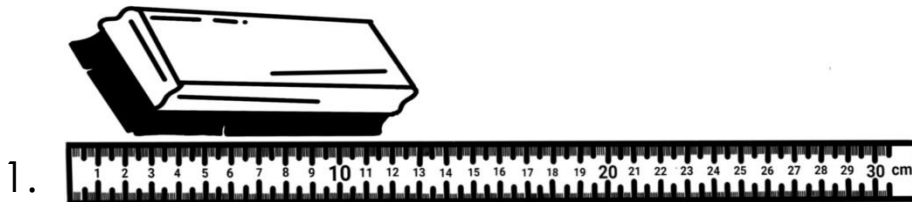


What's More

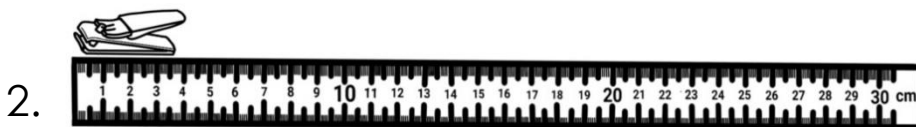
Now, let us practice some exercises.

Directions: Give the correct measurement of the following objects.

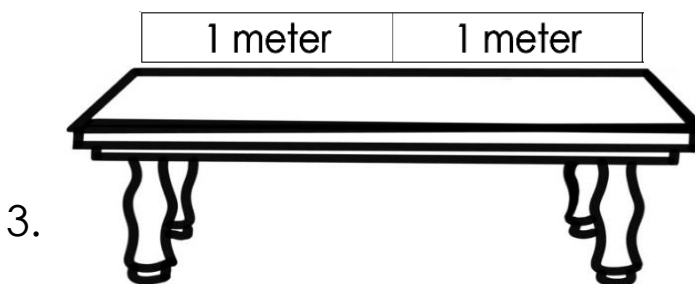
A. Lengths in centimeter (cm) and meter (m)



_____ centimeters

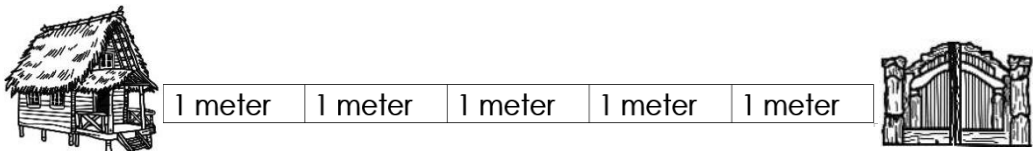



_____ centimeters



_____ meters

B. Distance in meter (m).

4. 
_____ meters

5. 
_____ meters



What I have learned

Good job kid! Now, let us try this activity.

Directions: Choose the letter of the correct answer.

- To measure the length of a pencil, I use _____.
a. meters
b. centimeters
c. millimeters
d. kilometers
- The length of a door is usually measured in _____.
a. kilometers
b. meters
c. centimeters
d. millimeters
- For measuring the distance from one end of the classroom to the other, I use _____.
a. millimeters
b. centimeters
c. kilometers
d. meters

4. The distance between gate of our school and the flag pole is measured by _____.

a. kilometers

c. millimeters

b. meters

d. centimeters

5. I will use _____ to measure the width of the pad paper.

a. meters

c. millimeters

b. centimeters

d. kilometers



What I can do

Let us apply what you have learned!

Directions: Tell which unit of measure is used to measure the following. Write **cm** or **m** on your answer sheet.

1. The length of a pencil _____

2. The length of a tree _____

3. The thickness of a book _____

4. The length of a bus _____

5. The width of an eraser _____



Assessment

Directions: Complete the following sentences by using the correct unit of measurement. Write **meters** or **centimeters** on your answer sheet.

1. The length of the pen is 20 _____.
2. The length of the comb is 15 _____.
3. The length of the hair clip is 10 _____.
4. The length of the door is 2 _____.
5. The length of the blackboard is 5 _____.



Additional Activities

Directions: Use a ruler or a meter stick to measure the following objects or distances inside your house.

1. Length of the spoon.
Answer: _____ cm
2. Length of the dining table.
Answer: _____ m
3. Distance from the door to dining table.
Answer: _____ m
4. Length of Grade 2 Mathematics book.
Answer: _____ cm
5. Distance from the bedroom to the kitchen.
Answer: _____ m

Lesson 2 - Compare lengths of objects, in meters (m) or centimeters (cm), and distance in meters, using appropriate measuring tools



What's In

Good day kid! Let us try if you can still remember our past lesson.

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 school _____
2. Length of a door _____
3. Height of flag pole _____
4. Length of lunchbox _____
5. Width of sharpener _____



What's New

Hello kid, how are you today? Today you are going to read a short story and after reading, answer the questions below.

Read

Shane has two ribbons. The red ribbon is 30 centimeters long, and the blue ribbon is 50 centimeters long. Which ribbon is longer?



Questions:

1. Who has the ribbons?
2. How many ribbons does Shane have?
3. What are the two colors of ribbon that Shane has?
4. What unit of measure is used for the length of the ribbons?



What is It

Today, you will learn to compare measurement of different objects. Enjoy and have fun!

Look at the illustration below.

Red Ribbon



Blue Ribbon

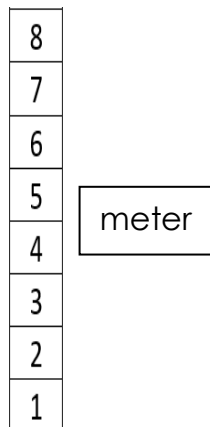


Between the red ribbon and blue ribbon, which is longer?
which is shorter?

Study the pictures.



Mango tree



Santan flower

Between the mango tree and santan flower, which is taller? which is shorter?

When comparing the length of objects, measure it using appropriate measuring tools. Use centimeters (cm) for short object, and meters (m) for longer object or short distance. A meter is longer than a centimeter. One meter is equal to 100 centimeters.



What's More

Directions: Study the pair of objects listed below. Compare their length or distance. Write the correct answer on your answer sheet.

1. A pencil measures 15 cm, and a crayon measures 10 cm? Which is longer?
 - a. pencil
 - b. pen
 - c. crayon
 - d. book
2. A book measures 20 cm, and a notebook measures 18 cm? Which is shorter?
 - a. notebook
 - b. book
 - c. pen
 - d. crayon

3. A chalkboard eraser measures 15 cm, and a card measures 10 cm? Which is longer?
- a. card
 - b. chalkboard eraser
 - c. pen
 - d. sharpener
4. The distance of the classroom to the playground measures 30 meters, and the distance of the same classroom to the library measures 25 meters? Which is closer? _____
- a. classroom to the playground
 - b. classroom to the store
 - c. classroom to the library
 - d. classroom to the house
5. The distance from the classroom to the school gate measures 50 meters, and the distance of the same classroom to the flagpole measures 45 meters? Which is farther?
- a. classroom to the playground
 - b. classroom to the school gate
 - c. classroom to the flag pole
 - d. classroom to the house



What I have learned

Directions: Complete the sentence below. Choose the correct measurement inside the box.

- meters
- centimeters
- kilometers

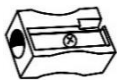
To measure the length of a short object, we use _____, while the length of a large object and short distance we use _____.



What I can do

Compare Us!

Directions: Study the picture and answer the question that follows.



sharpener (3cm)



eraser (4cm)



correction tape (8cm)



pencil (15cm)

Questions:

1. Which is the shortest among sharpener, eraser correction tape, and pencil?
 - a. eraser
 - b. correction tape
 - c. sharpener
 - d. pencil

2. Which is the longest among sharpener, eraser and correction tape?
 - a. eraser
 - b. correction tape
 - c. sharpener
 - d. pencil

3. If you compare the length of sharpener and eraser, which is shorter?
 - a. eraser
 - b. correction tape
 - c. sharpener
 - d. pencil

4. If you compare the length of pencil and correction tape, which is longer?
 - a. eraser
 - b. sharpener
 - c. correction tape
 - d. pencil

5. If you compare the length of pencil and eraser, which is shorter?
 - a. eraser
 - b. sharpener
 - c. correction tape
 - d. pencil



Assessment

Kid, it is time to check what you have learned today. I know you can do it!

Directions: Choose the letter of the correct answer

1. A pencil is 20 cm long. While the ballpen is 18 cm long. Which is shorter?
 - a. pencil
 - b. ballpen
 - c. book
 - d. eraser
2. A pink ribbon measures 20 cm long, while a green ribbon measures 30 cm long. Which of the two ribbons is longer?
 - a. red ribbon
 - b. white ribbon
 - c. pink ribbon
 - d. green ribbon
3. An eraser is 6 cm long. While the sharpener is 5 cm long. Which is shorter?
 - a. eraser
 - b. sharpener
 - c. book
 - d. pencil case
4. The classroom is 10 meters away from the gate. The same classroom is 6 meters away from the flagpole. Which is closer to the classroom?
 - a. church
 - b. flagpole
 - c. gate
 - d. library

5. The distance from my home to school is 60 meters, while the distance from my home to the store is 50 meters. Which of the following places is closer to my home?

- a. the store
- b. the school
- c. the church
- d. the barangay hall



Additional Activities

For you to learn more, try this at home.

Directions: Compare the length of the following objects.

1. Spoon 12 cm and ladle 18 cm. Which is longer?

2. Glass 10 cm and cup 7 cm. Which is shorter?

3. Comb 25 cm and toothbrush 20 cm. Which is longer?

4. table 2 m and bed 3 m. Which is shorter?

5. Door 2 m and chair 1 m. Which is longer? _____

Answer Key

Lesson 1

What I Know
 A.1. d
 2. a
 3. b
 4. a
 5. a
 B. 1. a
 2. d
 3. c
 4. a
 5. b

What's In
 1. ₱ 320.00
 2. ₱ 430.00
 3. ₱ 750.00

What's New
 1. toy car
 2. ruler
 3. 15 centimeters

What Is It
 1. meters
 2. because it is a large object
 3. centimeters
 4. because it is a small object
 5. meters
 6. because it has a long distance

What's More
 1. 13 cm
 2. 4 cm
 3. 2 m
 4. 5 m
 5. 3 m

What I Have Learned
 1. b
 2. b
 3. d
 4. b
 5. b

What I Can Do
 1. cm
 2. m
 3. cm
 4. m
 5. cm

Assessment
 1. centimeters
 2. centimeters
 3. centimeters
 4. meters
 5. meters

Additional Activities
 Answers may vary

Lesson 2

What's In
 1. meters
 2. meters
 3. meters
 4. centimeters
 5. centimeters

What Is It
 1. red ribbon
 2. blue ribbon
 3. mango tree
 4. santan flower

What's More
 1. a
 2. a
 3. b
 4. c
 5. b

What I Have Learned
 1. centimeters
 2. meters

Assessment
 1. b
 2. d
 3. b
 4. b
 5. a

Additional Activities
 1. ladle
 2. cup
 3. comb
 4. table
 5. door

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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 2 Module 2 “Measure and Compare Lengths of Objects, in Meters or Centimeters, and Distance in Meters, Using Appropriate Measuring Tools”** was developed by 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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