



GRADES 1 to 12
DAILY LESSON LOG

School:

Teacher:

Teaching Dates and Time:

WEEK 1

Grade Level:

II

Learning Area:

MATH

Quarter:

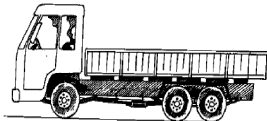
4TH Quarter

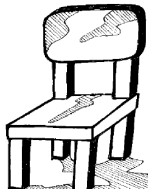
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVES	Identify the appropriate unit of length to measure a particular object and their abbreviations (cm and m)	Measure objects using appropriate measuring tools in centimeter (cm) or meter (m).	Compare lengths in meters (m) or centimeters (cm).	Estimate length using meter (m) or centimeter (cm).	Weekly Test
A. Content Standards	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	A.Content Standards demonstrates understanding of time, standard measures of length, mass and capacity and area using square-tile units.	
B. Performance Standards	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	B.Performance Standards is able to apply knowledge of time, standard measures of length, weight, and capacity, and area using square-tile units in mathematical problems and real-life situations.	
C. Learning Competencies/ Objectives	C. Learning Competencies/ Objectives shows and uses the appropriate unit of length and their abbreviation cm and m to measure a particular object. M2ME-IVb-23	C. Learning Competencies/ Objectives shows and uses the appropriate unit of length and their abbreviation cm and m to measure a particular object. M2ME-IVb-23	C. Learning Competencies/ Objectives compares length in meters or centimeters M2ME-IVb-24	C. Learning Competencies/ Objectives estimates and measures length using meter or centimeter M2ME-IVc-26	
II. CONTENT	Content: Measuring Length	Content:Measuring Length	Content:Measuring Length	Content:Measuring Length	
III. LEARNING RESOURCES	K to12 Curriculum Guide Grade 2 – Mathematics pages 27	K to12 Curriculum Guide Grade 2 – Mathematics pages 27	K to12 Curriculum Guide Grade 2 – Mathematics pages 27	K to12 Curriculum Guide Grade 2 – Mathematics pages 27	
A. References					
1. Teacher's Guide Pages	351-353(softcopy)	354-356(softcopy)	357-359(softcopy)	359-362 (softcopy)	
2. Learner's Materials pages	LM in Mathematics pages 244-246	LM in Mathematics pages 246-248	LM in Mathematics pages 249-251	LM in Mathematics pages 252-253	
3. Text book pages					
4. Additional Materials from Learning Resources	1. Meter stick or tape measure 2. 2. Ruler with centimetre scale	1. Ruler 2. Meter stick 3. String	1. Ruler 2. Meter stick 3. Show Me board	1. Real objects or pictures of objects which can be measured using cm or m	

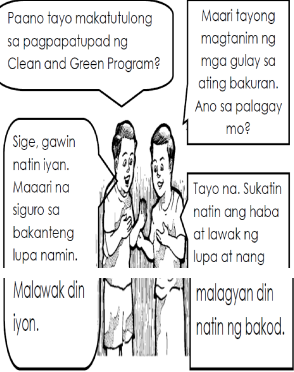
	3. Objects to be measured Lesson 100	4. Objects to be measured (bamboo poles, school supplies, personal belongings, etc.) Lesson 101	Lesson 102	2. Meter sticks and rulers Lesson 103	
B. Other Learning Resources	laptop	laptop	laptop	laptop	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Play the Bring Me game. a. Bring me a comb b. Bring me a pencil c. Bring me an umbrella 2. Pre-Assessment Use the objects used in the previous game to establish the idea of short and long. Then ask which is short/long between: g. Comb and umbrella h. Umbrella and chalkboard i. Chalkboard and flag pole	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Show pictures of the following objects. Tell them to stand if they will measure the length of the object using m and shout hurray if they will use cm. a. a road b. an eggplant c. a playground d. a pencil case e. a tree f. a boy's pants	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Show pictures of the following objects. Tell them to stand if the unit of measure to be used in measuring the height or length is m and clap three times if cm. a. a glass b. an umbrella c. a crayon d. a slipper e. a basketball court f. a girl's skirt	INSTRUCTIONAL PROCEDURE Preparatory Activities 1. Drill Show a pencil, a spoon and a 3-inch nail. Using these objects ask the following questions. About how many pencils long is the table? About how many spoons long is the umbrella (the teacher will provide umbrella)? About how many nails long is the Mathematics book? 2. Pre-Assessment If the pencil is 13 cm long, the spoon is 18 cm long and the nail 7 cm long, a. about how many centimeters is the umbrella? b. about how many centimeters is the table? c. about how many centimeters is the Mathematics book?	
B. Establishing a purpose for the lesson (Motivation)	B. Establishing a purpose for the lesson 1. Motivation: Show to the pupils the materials (ruler with centimetre scale, meter stick or tape measure). Ask the questions that follow. Which is better to use in measuring the length of the room, the ruler or the meter stick? Why?	B. Establishing a purpose for the lesson 2. Motivation Show a picture like this.  Questions: a. What is the boy holding?	B. Establishing a purpose for the lesson 2. Motivation - Using their Show Me boards, tell the pupils to write down their answers to the following questions. Ask them to show their answers after each question. Which is longer? a. 1 cm or 1 m b. 1 m or 100 cm c. 10 cm or 1 m	B. Establishing a purpose for the lesson 2. Motivation Group the class into four. Give each group a set of materials (ruler, meter stick and at least three objects which can be measured by cm and m) to work on. Then, instruct to estimate in meter and centimeter (without using the ruler or the meter stick) the length of each object. Explain to the pupils that if the actual	

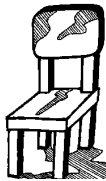
	Can the other measuring device be used in measuring the length of the room? 2. Unlocking of difficulties Show to the learners how long is 1 centimeter and 1 meter. Tell them that centimeter is a part of a meter and that the abbreviation of centimeter is cm and meter is m.	b. Do you have a toy? What is it? c. If this is your toy and I will ask you how long it is, what unit of length will you use? Why?		measure is one-half or more than one-half of the unit, add 1 to the approximated measure. Example, 2 and ½ cm is 3 cm and 5 and ¾ m is 6 m.													
C. Presenting Examples / instances of new lesson (Presentation)	Posing a Task C. Presenting Examples / instances of new lesson(Presentation) a. Concrete Group activity Group the pupils into two. Give each group a two sticks of different lengths (1 centimeter stick and 1 meter stick). Let them compare the lengths. Guiding questions: 1. Which stick is short? Long? 2. How many short sticks are there in the long stick? 3. What equation can represent the relation of the short stick and the long stick? (100 cm = 1 m) b. Pictorial Using a diagram or graph (pictograph or bar/line graph), let the pupils show the relation between a centimetre and a meter (1 cm and 1 meter, 100 cm and 1 m and others). Below are examples of illustrations that the pupils may draw:	Posing a Task C. Presenting Examples / instances of new lesson(Presentation) a. Concrete Group activity 1. Divide the class into 4. 2. Give each group a set of objects measurable in centimeter and meter units (with exact lengths). 3. Let them write the result of the activity in the table illustrated below. <table border="1"><thead><tr><th>Object</th><th>Length (m or cm)</th></tr></thead><tbody><tr><td>1.</td><td></td></tr><tr><td>2.</td><td></td></tr><tr><td>3.</td><td></td></tr><tr><td>4.</td><td></td></tr><tr><td>5.</td><td></td></tr></tbody></table> Paired activity 1. Work in pairs 2. Let each pair cut 2 strings of different lengths (1 m and 20 cm) 3. Ask them to measure the following: Length of a pencil Width of a notebook	Object	Length (m or cm)	1.		2.		3.		4.		5.		Posing a Task: C. Presenting Examples /Instances of new lesson 2.Presentation a. Concrete 1. Prepare five bamboo poles (or other objects) of different lengths (10 cm, 50 cm and 100 cm). Label each pole with the corresponding length. 2. Show/give these poles to the pupils. Ask the following questions. Which of the three sticks is the shortest? How many cm is it? Which of the three sticks is the longest? How many cm is it? Which between the 50 cm and 100 cm is longer? How many cm is it longer than the other pole? b. Pictorial Instruct the pupils draw the poles on the board or in the paper. Ask them label each pole. Then, let them formulate statements of comparison between two lengths. Like; The 10 cm pole is shorter than the 50 cm pole The 100 cm pole is longer than the 50 cm pole. Two 50 cm poles have the same length with 100 cm pole.	Posing a Task C. Presenting Examples /Instances of new lesson Presentation a. Concrete Activity 1 Group the class into 2. Let each group estimate the measure of the following objects using centimeter or meter. Group 1: width of the room, length of the teacher’s table and length of a pencil Group 2: length of the room, height of the teacher’s chair and length of a chalk. Let each group find the measures of the enumerated objects using the appropriate measuring device and units. b. Pictorial In your paper, draw any object you can see around. Under it, label with the estimated length of the real object. c. Abstract Name objects with standard measures and are familiar to the learners. Let them estimate the length, height or width of each. Below are examples of the objects.	
Object	Length (m or cm)																
1.																	
2.																	
3.																	
4.																	
5.																	

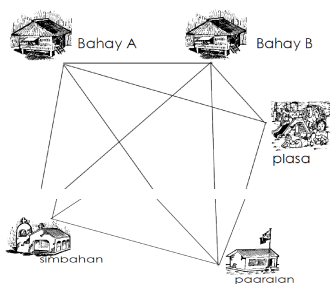
	✓ 1 cm ✓ 1 m 100 cm ✓ 1 m 25 cm c. Abstract Show/name objects that are long and short. Examples are pencil, bamboo stick (about 1.5 m long), length of the room, book and many others.	Length of a desk Width of a window Length of a skirt/pants 4. Give them time to report the results. Be sure to check the correctness of the answers. b. Pictorial Let the pupils draw a 1 meter line on the board. Then, ask one or two pupils to draw a picture of a pencil (or other objects) showing the length in the 1 meter line. Below is an example of what and how they may draw.	Out of the statements, let them translate each into a mathematical statement like; 10 cm is less than 100 cm (may introduce the symbols < and > as 10 cm < 50 cm - optional) 100 cm is greater than 50 cm Twice 50 cm is equal to 100 cm c. Abstract 1. Post/write on the board a list of lengths. 15 cm, 20 cm, 75 cm, 100 cm, 1 m, and 2 m (examples only) Let the pupils pick pairs of lengths and let them compare. 2. Compare the lengths in each number by filling up the blank with the appropriate word or symbol. 35 cm _____ 70 cm 125 cm _____ 215 cm 50 m _____ 60 m 1 ½ m _____ 2 m	1. Length of ballpen or unused pencil 2. Width or length of their math book 3. Height of their classroom 4. Length of the hallway in school 5. Height of the school principal	
D. Discussing new concepts and practicing new skills #1 (Modeling)	Performing the Task Processing: Ask: Which objects are short? Which objects are long? What unit of length (cm or m) do you prefer to use in measuring short objects? Why? What unit of length do you prefer to use in measuring long objects? Why? Is it important to use appropriate unit in measuring the length of an object? Why? Having the idea of the length of 1 centimeter and 1 meter, the pupils can easily which unit of	Performing the Task Processing: Ask: 1.Which of the objects is the shortest? 2. Which of the objects is the longest? 3. Can the shortest object be measured using meter? 4. Can the longest object be measured using centimeter? 5. What is the advantage of using the appropriate unit of length in measuring the length of the objects?	Performing a Task Ask:	Performing the Task Ask : What are the lengths of the objects? Are the lengths the real lengths of the objects? (let them measure the objects using the measuring device) How did you estimate lengths of the objects? Compare your estimated lengths/widths of the objects and the real lengths/widths of the objects (when measured using the measuring device). Are your answers exactly the same with the lengths/widths of	

	measure is appropriate in measuring lengths.			the objects when measured using the measuring device? If the measures are different, how would you describe the difference between the measures? Is it far or close to the real measure? Is the closest measure the estimated measure of the object? Why? What specific word can you use in approximating measurements (about)? Why?																															
E. Discussing new concepts and practicing new skills #2 (Guided Practice)	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM 100- Gawain 1 A pahina 244 sa LM Gawain 1 Tingnan ang mga nakalarawan. Anong unit of length ang dapat gamitin sa pagsukat ng haba o taas ng mga ito. Isulat kung centimeter o meter at ang abbreviation nito sa inyong kuwaderno. 1.  2.  3.  4. 	E. Discussion of new concepts and practice of new skills #2(Guided Practice) Refer to the LM 101- Gawain 1 A pahina 246sa LM Gawain 1 Ang isang guhit sa ruler ay 1 cm. Gamit ito, alamin ang haba ng mga sumusunod na bagay. Isulat ang sagot sa kuwaderno. 1.   2.   3.  	E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM 102- Gawain 1 pahina 249 Pag-aralan ang datos sa ibaba. Paghambingin ang mga ito. Isulat ang sukat sa hanay na naaayon sa paglalarawan. <table><tr><th>Mga sukat</th><th>Mas mahaba</th><th>Mas maikli</th></tr><tr><td>1. 100 cm at 115 cm</td><td></td><td></td></tr><tr><td>2. 23 m at 15 m</td><td></td><td></td></tr><tr><td>3. 6 m at 1 m</td><td></td><td></td></tr><tr><td>4. 400 cm at 500 cm</td><td></td><td></td></tr><tr><td>5. 10 m at 7 m</td><td></td><td></td></tr><tr><td>6. 25 cm at 52 cm</td><td></td><td></td></tr><tr><td>7. 15 m at 51 m</td><td></td><td></td></tr><tr><td>8. 120 cm at 110 cm</td><td></td><td></td></tr><tr><td>9. 150 cm at 510 cm</td><td></td><td></td></tr></table>	Mga sukat	Mas mahaba	Mas maikli	1. 100 cm at 115 cm			2. 23 m at 15 m			3. 6 m at 1 m			4. 400 cm at 500 cm			5. 10 m at 7 m			6. 25 cm at 52 cm			7. 15 m at 51 m			8. 120 cm at 110 cm			9. 150 cm at 510 cm			E. Discussion of new concepts and practicing new skills #2(Guided Practice) Refer to the LM 103- Gawain1 pahina 260 Tingnan ang loob ng iyong school bag at silid-aralan. Pumili ng 3 bagay na maari mong ma-estimate ang sukat. Iguhit ang mga ito sa iyong kuwaderno. Kulayan at isulat ang estimated measure sa ilalim ng bawat larawan.	
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	5. 				
F. Developing mastery (Independent Practice)	F. Developing mastery (Independent Practice) Gawain 2, pahina 244 sa LM 100 Anong unit of length ang dapat gamitin sa pag kuha ng sukat ng mga sumusunod na bagay, lugar o bahagi ng katawan? Isulat ang abbreviation nito sa inyong kuwaderno. 1. kapal ng aklat 2. haba ng medyas 3. lawak ng public plaza 4. taas ng puno ng niyog 5. haba ng basketball court	F. Developing mastery (Independent Practice) Gawain 2, pahina 247 sa LM 101 Gamit ang ruler o tape measure, alamin ang sukat ng mga bagay na nakalarawan. Isulat ang sagot gamit ang abbreviation ng unit of length sa kuwaderno. 1. taas ng  2. haba ng  3. taas ng  F. Developing mastery (Independent Practice) Refer to the LM 102Gawain 2pahina 250 Basahin ang comic strip sa ibaba at sagutin ang mga tanong. Naku Matet, sumasakit ang likod ko sa pagwawalis. Mas maikli kasi ang walis ko kesa dyan sa hawak mo. Bakit naman Lea? 500 cm lang ang haba nito. Kaya maikli rin. Pareho lang naman tayong 1 m lang ang taas, di ba? Magkasing taas tayo. Kaya lang, ang walis ko ay 400 cm lang ang haba, kaya nahihirapan ako. Mga tanong: 1. Tama ba si Lea na mas maikli ang hawak niyang walis kaysa sa hawak ni Matet? Patunayan ang sagot. 2. Bakit sumasakit ang likod ng nagwawalis kung ang gamit na walis ay maikli?	F. Developing mastery (Independent Practice)) Refer to the LM 103 pahina260 Gawain 2 Basahin ang comic strip sa ibaba at sagutin ang mga tanong. Isulat ang sagot sa kuwaderno. Gaano kaya ako kataas? Siguro mga 3 m ang taas mo Hazel. Hindi naman. Baka mga 300 cm lang siya. Si Hazel? Mga 1 m ang taas niya. Mga tanong: 1. Ano ang masasabi mo sa estimates ng dalawang batang lalaki? Ipaliwanag ang sagot.		

			3. Kung ang walis ni Lea ay 100 cm ang haba, magiging madali ba ang pagwawalis niya? Bakit?	2. Paghambingin ang 3m at 300 cm. Ipakita ang sagot. 3. Kung ibigay ang estimate ng taas mo, anong unit of measure ang gagamitin mo? Bakit? 4. Mga ilang ____ ang taas mo?	
G. Finding Practical applications of concepts and skills (Application / Valuing)	G. Finding Practical applications of concepts and skills (Application / Valuing) Basahin ang comic strip sa ibaba at sagutin ang mga tanong. Isulat ang sagot sa inyong kwaderno.  Mga tanong 1. Anong tulong ang gagawin ng mga bata sa pagpapatupad ng Clean and Green Program? 2. Anong unit of length ang dapat nilang gamitin sa pagsusukat ng lupa, centimeter o meter? Bakit? 3. Mahalaga ba ang pakikilahok sa ganitong Gawain? Bakit?	G. Finding Practical applications of concepts and skills (Application)	G. Finding Practical applications of concepts and skills (Application / Valuing)	G. Finding Practical applications of concepts and skills (Application / Valuing)	
H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization)	H. Making generalizations and abstractions about the lesson (Generalization)	

	Centimeter (cm) is used to measure short objects and Meter (m) is used to measure long objects.	How do you measure the length of an object?	In comparing lengths, the greater value has the longer length.	To approximate measurements, it is important to consider the actual length of 1 meter and 1 centimeter.	
I. Evaluating Learning	I. Evaluation Anong unit of length ang dapat gamitin sa pagkuha ng haba o sukat sa bawat bilang? Isulat ang sagot at ang abbreviation nito sa sagutang papel. 1. Habang kuwaderno 6. Habang tsinelas 2. Sukat ng iyong baywang 7. Taas ng baso 3. Lawak ng silid-aralan 8. Taas ng niyog 4. Kapal ng iyong aklat 9. Habang palaruan 5. Habang iyong binti 10. Kapal ng pambura Key to correction 1. Cm 2. Cm 3. M 4. Cm 5. Cm 6. cm 7. Cm 8. M 9. M 10. cm	I. Evaluation The teacher will prepare five objects with different lengths. Put these objects together with measuring devices (tape measure or meter stick or centimetre ruler) at five stations. Each station should have enough space for the learners to do the measuring. Allow two pupils at a time in one station to measure the lengths of the objects. Station 1 – a bamboo or wood pole Station 2 – a wire Station 3 – a book Station 4 – a ribbon Station 5 – an umbrella Note: Never use objects which have been used in the discussion proper.	I. Evaluation Paghambingin ang dalawang units. Halimbawa: 25 cm at 13 cm Posibleng mga sagot sagot: Ang 25 cm ay mas mahaba kaysa 13 cm. Ang 13 cm ay mas maikli kaysa 25 cm. 1. 30 cm at 50 cm 2. 2 m at 5 m 3. 50 m at 1 m 4. 210 cm at 120 cm 5. 100 cm at 10 cm	I. Evaluation 1. The pair of scissors measures 12 cm. About how high is the chair?  2. About how thick is book "b" if the width of book "a" is 18 cm?  3. The eraser measures 5 cm. About how many centimeters is the cellular phone?  Key to correction 1. 50 cm 2. 36 cm 3. 10 cm	
J. Additional activities for application or remediation	J. Additional activities for application or remediation	J. Additional activities for application or remediation	J. Additional activities for application or remediation	J. Additional activities for application or remediation	

	(Assignment) Anong unit of length ang gagamitin sa pagkuha ng sukat ng mga gamit/bahagi sa inyong bahay? Isulat ang abbreviation nito sa iyong kuwaderno. 1. haba ng sandok 2. haba ng kutsara 3. lawak ng silid-tulugan 4. lapad ng bintana 5. haba ng hapag kainan	(Assignment) Gumamit ng centimeter upang masagot ang mga tanong sa ibaba. Gawin na ang bawat 1 cm ay 1 m. Isulat ang sagot sa kwaderno.  Mga tanong: 1. Ilang meter ang layo ng Bahay A sa simbahan? 2. Ilang meter ang layo ng paaralan sa plasa? 3. Si Alma ay nakatira sa Bahay A. Kung dadaanan niya si Dina na nakatira sa Bahay B, ilang meter ang lalakaran niya hanggang plasa? 4. Alin sa mga naka guhit na lugar ang pinakamalayo sa bahay A? Gaano ito kalayo?	(Assignment) sa pahina 251 Alamin ang sukat ng mga bagay o bahagi sa inyong bahay. Gamit ang centimeter o meter, paghambingin ang mga ito. Isulat ang salitang maikli o mahaba sa huling hanay. <table><tr><th>Pares ng mga bagay</th><th>Sukat (cm o m)</th><th>Maikli o mahaba</th></tr><tr><td>1. Taas ng tasa</td><td></td><td></td></tr><tr><td>Taas ng baso</td><td></td><td></td></tr><tr><td>2. Taas ng mesa</td><td></td><td></td></tr><tr><td>Haba ng mesa</td><td></td><td></td></tr><tr><td>3. Haba ng kutsara</td><td></td><td></td></tr><tr><td>Haba ng tinidor</td><td></td><td></td></tr><tr><td>4. Taas ng upuan</td><td></td><td></td></tr><tr><td>Lapad ng upuan</td><td></td><td></td></tr><tr><td>5. Lawak ng silid-kainan</td><td></td><td></td></tr><tr><td>Lawak ng silid-tulugan</td><td></td><td></td></tr></table>	Pares ng mga bagay	Sukat (cm o m)	Maikli o mahaba	1. Taas ng tasa			Taas ng baso			2. Taas ng mesa			Haba ng mesa			3. Haba ng kutsara			Haba ng tinidor			4. Taas ng upuan			Lapad ng upuan			5. Lawak ng silid-kainan			Lawak ng silid-tulugan			(Assignment) sa pahina 253 sa LM I-estimate ang sukat ng mga sumusunod na bagay o bahagi sa inyong bahay o katawan. Gamitin ang tamang unit of length. Isulat ang sagot sa kuwaderno. 1. Ang lapad ng hapag kainan ay mga _____. 2. Ang lawak ng pintuan ay mga _____. 3. Ang haba ng iyong daliri ay mga _____. 4. Mga _____ ang haba ng tsinelas mo. 5. Mga _____ ang layo ng inyong bahay mula sa paaralan.	
Pares ng mga bagay	Sukat (cm o m)	Maikli o mahaba																																				
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5. Lawak ng silid-kainan																																						
Lawak ng silid-tulugan																																						
V. REMARKS																																						
VI. REFLECTION																																						
A. No. of learners who earned 80% on the formative assessment																																						
B. No. of Learners who require additional activities for remediation																																						
C. Did the remedial lessons work? No. of learners who have caught up with the lesson.																																						

D. No. of learners who continue to require remediation					
E. Which of my teaching strategies worked well? Why did these work?					
F. What difficulties did I encounter which my principal or supervisor can help me solve?					
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?					

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