2

DepED MATATAG
Bansang Makabata Batang Makabansa

MATHEMATICS

Quarter 3 - Module 2
Illustrating and Writing Multiplication as Repeated Addition

SELF-LEARNING MODULE

DEPARTMENT OF EDUCATION - SOCCSKSARGEN

MATHEMATICS - Grade 2
Quarter 3 - Module 2 Illustrating and Writing Multiplication as Repeated Addition
Self-Learning Module (SLM)
MATATAG Curriculum
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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 Illustrating and Writing Multiplication as Repeated Addition!

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 Illustrating and Writing Multiplication as Repeated Addition!

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.

2

MATHEMATICS

Quarter 3 - Module 2
Illustrating and Writing Multiplication as Repeated Addition

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What I Need to Know

This module was designed and written with you in mind. It is made to help you comprehend and easily "Illustrate and write a related equation for each type of multiplication: repeated addition, array, counting by multiples, and equal jumps on the number line". The scope of this module permits it to be used in many different learning situations. The language used recognizes your diverse vocabulary backgrounds. The lessons are arranged to follow the standard sequence of the course but the order in which you read them can be changed to correspond with the Mathematics Grade 2 learning materials you are using.

After going this module, you are expected to:

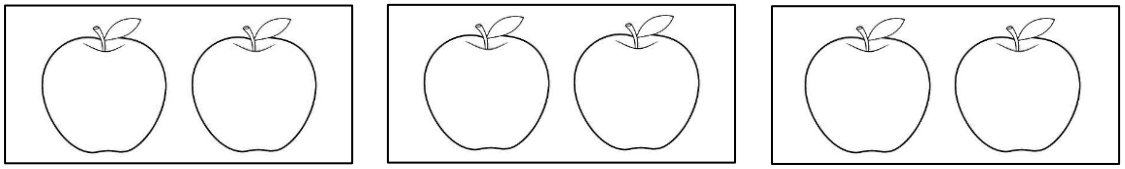
- Illustrate and write multiplication as repeated addition, using a variety of concrete and pictorial models and numerals, and using
    a. groups of equal quantities,
    b. arrays,
    c. counting by multiples, and
    d. equal jumps on the number line.

Lesson 1 - Multiplication as Repeated Addition Using Group of Equal Quantities

What I Know

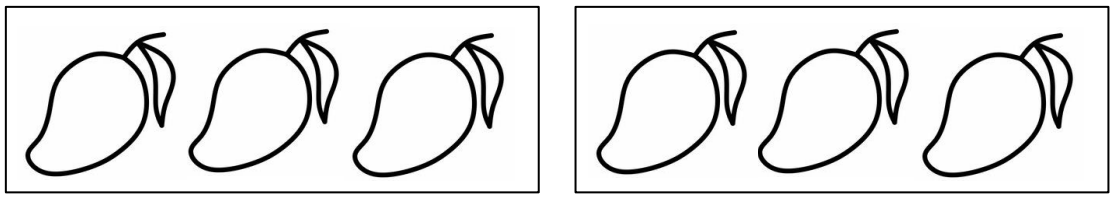
Before we start, let us see what you already know.

Directions: Look at the groups of objects below. Count the objects in each group. Write the repeated addition and the multiplication sentence. Write the correct answers in your notebook.

1. 

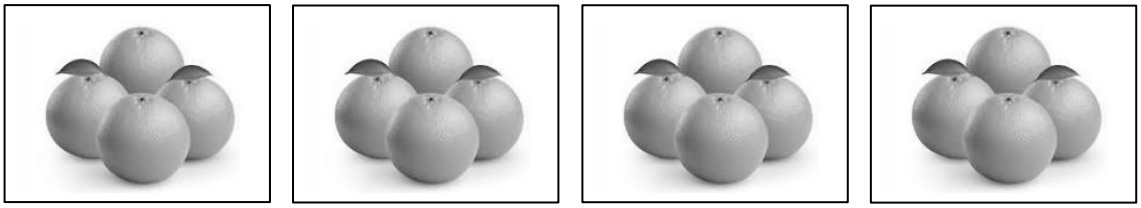
Repeated Addition: _____

Multiplication Sentence: _____

2. 

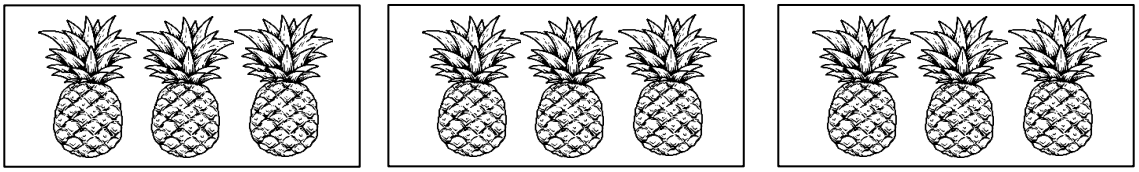
Repeated Addition: _____

Multiplication Sentence: _____

3. 

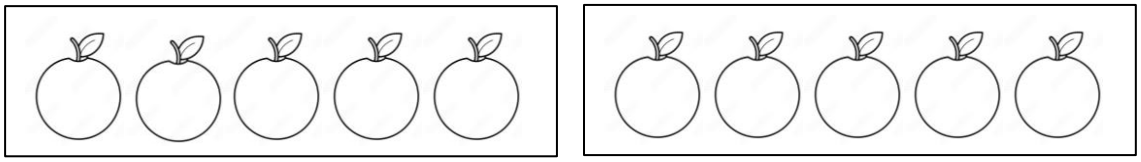
Repeated Addition: _____

Multiplication Sentence: _____

4. 

Repeated Addition: _____

Multiplication Sentence: _____

5. 

Repeated Addition: _____

Multiplication Sentence: _____

What's In

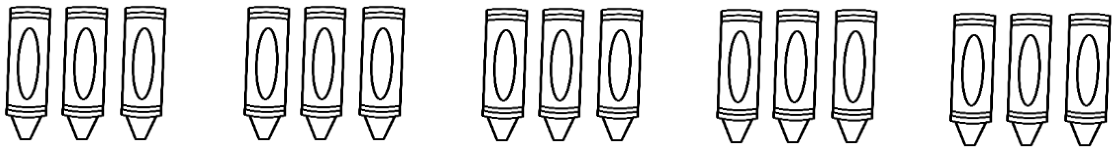
Let us test your memory by reviewing the previous lesson.

Directions: Look at the objects in each set. Count the total number of objects and group them into equal sets. Write a sentence describing the groups using " ___ groups of____." Do this in your notebook.

1. 

   Total objects: _____

   Groups: _____ groups of _____

2. 

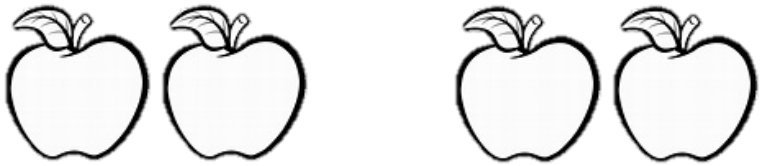
   Total objects: _____

   Groups: _____ groups of _____

3. 

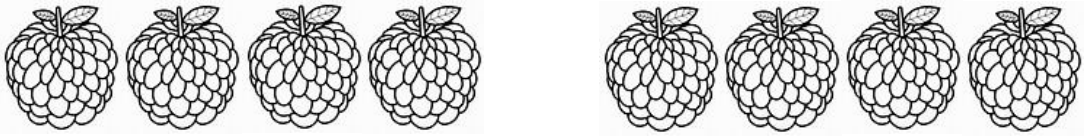
   Total objects: _____

   Groups: _____ groups of _____

4. 

Total objects: _____

Groups: _____ groups of _____

5. 

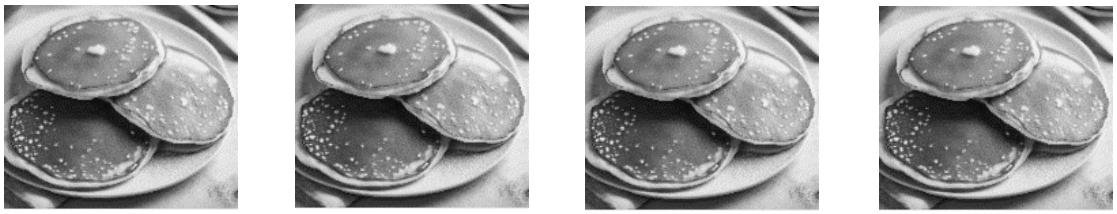
Total objects: _____

Groups: _____ groups of _____

What's New

Get ready for a fun adventure! Let us read and explore this short story together.

Aling Nena cooked pancakes for her 4 children. When done, she prepared 4 plates each with 3 pancakes. How many pancakes did she cooked in all?



Directions: Let us answer the following questions based on the story. Write your answers in your notebook.

1. How many children doesAling Nena have?_____

2. How many pancakes will each child receive? _____

3. If each child receives 3 pancakes, how many pancakes did Aling Nena cook in total? _____

What is it

Study and understand the following:

Multiplication as Repeated Addition

Multiplication as repeated addition is adding the same number multiple times. Instead of adding a number over and over, multiplication provides a faster way to find the total.

Example:

Let us consider Aling Nena's pancakes. She has four children and prepared four plates, each with three pancakes. Each child will receive three pancakes.

There are 4 plates and each plate has 3 pancakes.

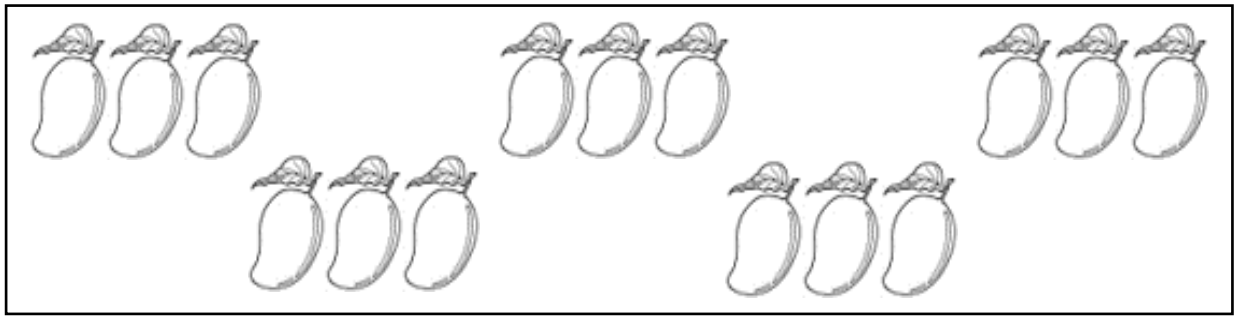
3 + 3 + 3 + 3 = 12

- The repeated addition is **3 + 3 + 3 + 3 = 12.**
- We say **"4 groups of 3"** or **"4 threes"**.
- The multiplication sentence for this situation is **4×3=12**.
- So, **"4 groups of 3"** or **"4 threes"** and **3 + 3 + 3 + 3** are the same as **4 x 3,** which gives the total number of pancakes cooked.

What's More

Directions: Look at the groups of objects. Count the number of groups and the number of objects in each group. Then, complete the blanks by writing the correct repeated addition and multiplication sentence.

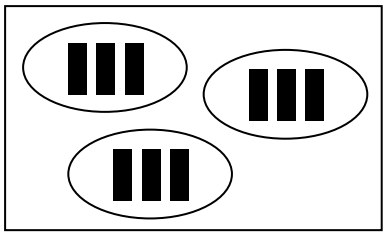
Example:



5 groups of 3 = 15

Addition sentence: 3+3+3+3+3 = 15

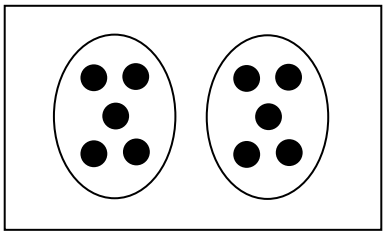
Multiplication Sentence: 5 x 3 = 15

1. 

_____ groups of _____ = _____

Addition sentence: _____

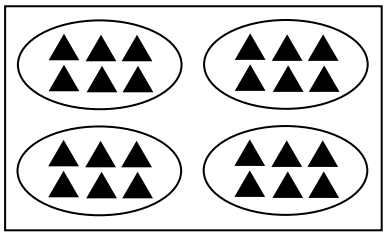
Multiplication Sentence: _____

2. 

_____ groups of _____ = _____

Addition sentence: _____

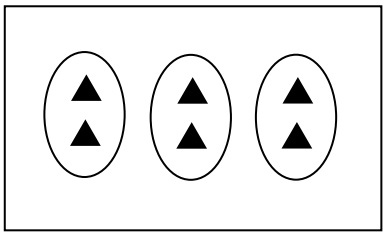
Multiplication Sentence: _____

3. 

_____ groups of _____ = _____

Addition sentence: _____

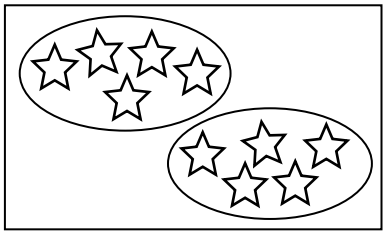
Multiplication Sentence: _____

4. 

_____ groups of _____ = _____

Addition sentence: _____

Multiplication Sentence: _____

5. 

_____ groups of _____ = _____

Addition sentence: _____

Multiplication Sentence: _____

What I have learned

Directions: Write the repeated addition for each of the following multiplication sentences and solve them. Write your answers in your notebook.

Example: 4 x 2 = 2 +2+2+2 = 8

1. 3 x 3 = _____ = ☐
2. 2 x 2 = _____ = ☐
3. 6 x 4 = _____ = ☐
4. 5 x 3 = _____ = ☐
5. 4 x 5 = _____ = ☐

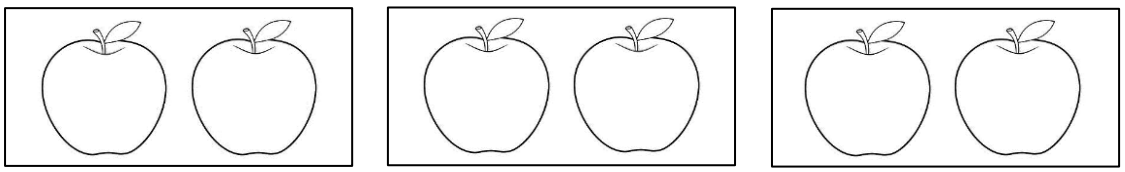
REMEMBER:

Multiplication as a repeated addition is adding the same number multiple times. Instead of adding a number over and over, multiplication provides a faster way to find the total.

Assessment

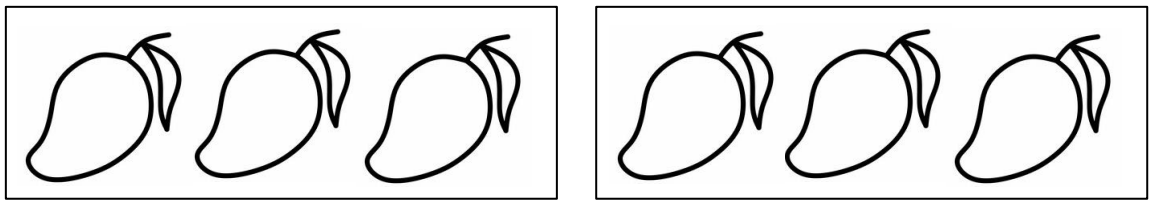
You have worked hard and learned a lot! Now, it is time to show what you know in this assessment.

Directions: Look at the groups of objects below. Count the objects in each group. Write the repeated addition and the multiplication sentence. Write the correct answers in your notebook.

1. 

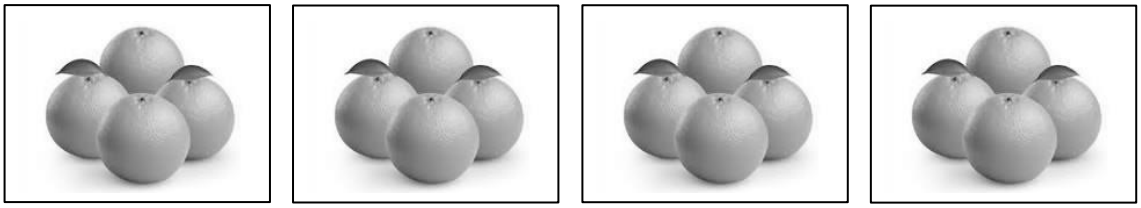
Repeated Addition: _____

Multiplication Sentence: _____

2. 

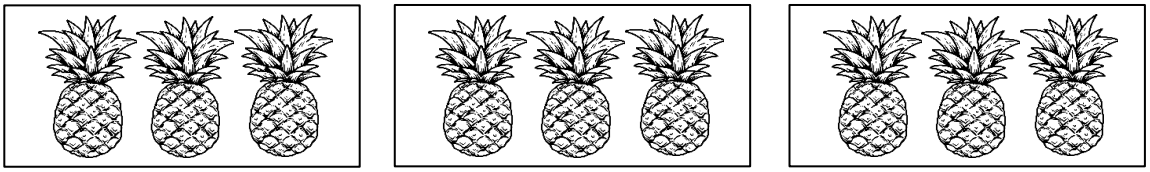
Repeated Addition: _____

Multiplication Sentence: _____

3. 

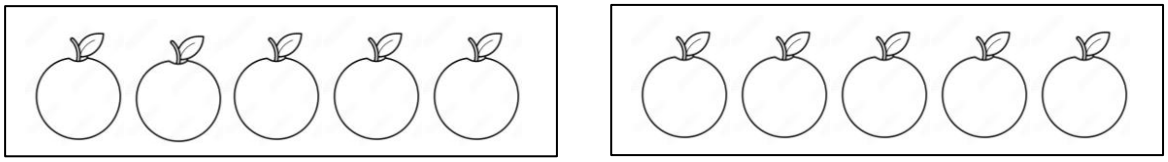
Repeated Addition: _____

Multiplication Sentence: _____

6. 

Repeated Addition: _____

Multiplication Sentence: _____

7. 

Repeated Addition: _____

Multiplication Sentence: _____

Lesson 2 - Multiplication as Repeated Addition Using Arrays

What's In

Directions: Write the repeated addition for each item. Write your answers in your notebook.

1. 5 x 5 = _____

2. 7 x 4 = _____

3. 5 x 7 = _____

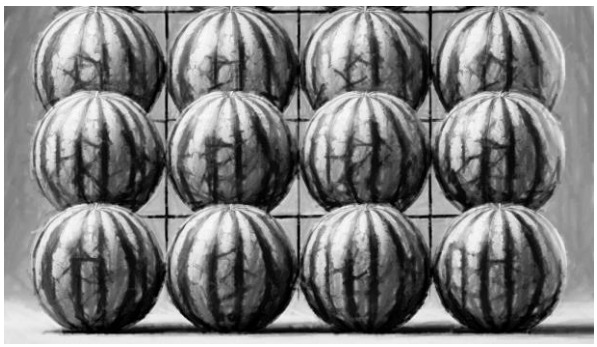
4. 6 x 9 = _____

5. 5 x 6 = _____

What's New

Good job kid ! Let us start with an exciting activity. Read the short passage below and answer the questions that follow. Have fun!

It is harvest time! Aling Nena brought her four children to harvest watermelons on their small farm. After a day of harvesting, each of them received three watermelons.



Directions: Answer the following questions based on the story. Write your answers in your notebook.

1. What did the children harvest? _____
2. How many children harvested watermelons? _____
3. How many watermelons did each child receive? _____
4. If the children harvested for two days and received the same number of watermelons each day, how many watermelons would each child get in two days? _____

What is It

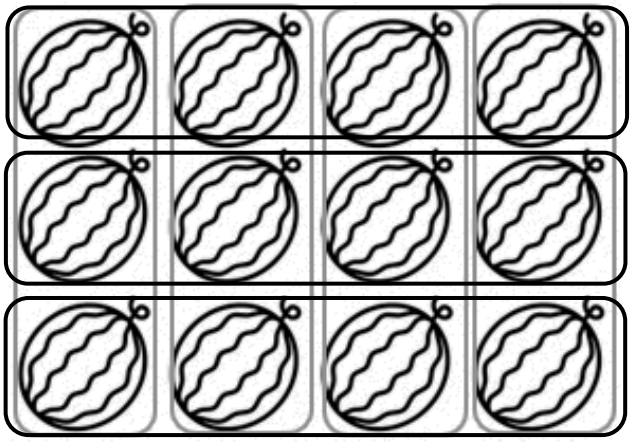
Very Good! Let us learn something new today. Stay focused and enjoy studying!

Multiplication as Array

An **array** is made up of arranging groups of items in rows and columns. Each row and column contain the same number of items.

For example, the multiplication sentence is 4×3=12

To describe it:



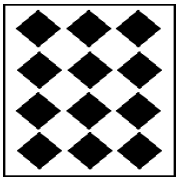
The four **vertical lines or columns** represent the number of groups, and the three horizontal lines represent the number of items in each group. The total number is 12.

What's More

Great! Now, let us find out more about multiplication as an array.

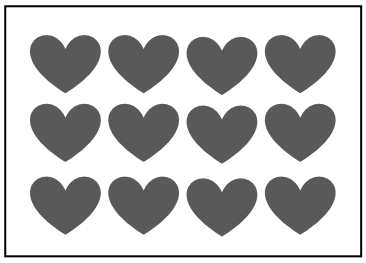
A. Directions: Look at the groups of objects in the picture. Identify the number of rows and columns to form an array. Then write how many shapes are in each row and the total number of shapes. The first one is done for you. Do this on your notebook.

Example:



Number of rows: 4
Number of shapes per row: 3
Total number of shapes: 12

1.

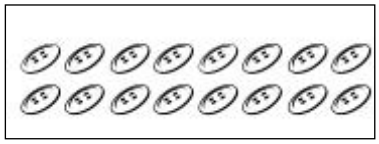


Number of columns: _____
Number of shapes per column: _____
Total number of shapes: _____

2.

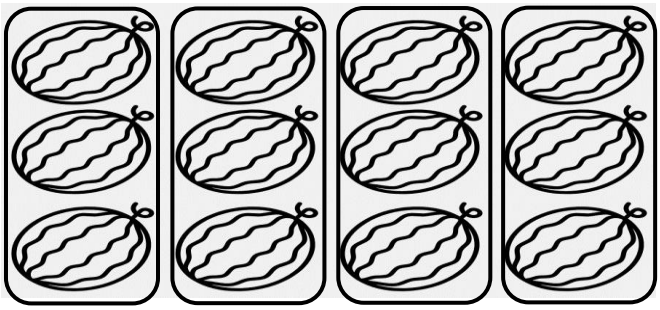
Number of columns: _____
Number of shapes per column: _____
Total number of shapes: _____

3.



Number of columns: _____
Number of shapes per column: _____
Total number of shapes: _____

B. Directions: Count each set of objects then answer the questions that follow. The first one is done for you. Write your answers in your notebook.

1. 

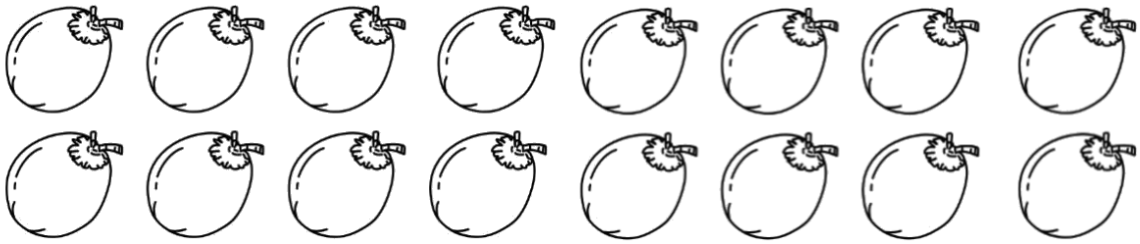
Group the watermelons.

How many groups are there? 4

How many watermelons are in each group? 3

The addition sentence is 3+3+3+3 = 12.

The multiplication sentence is 4 x 3 = 12.

2. 

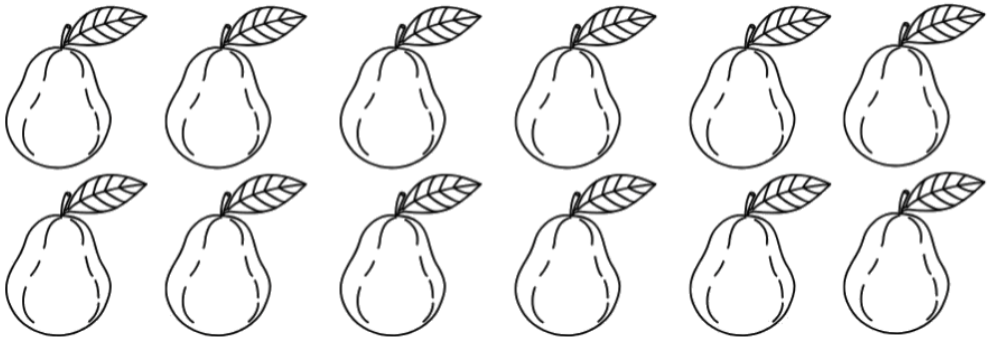
Group the coconuts.

How many groups are there? _____

How many coconuts are in each group? _____

The addition sentence is _____.

The multiplication sentence is _____.

3. 

Group the guavas.

How many groups are there? _____

How many guavas are in each group? _____

The addition sentence is _____.

The multiplication sentence is _____.

What I have learned

Directions: Fill in the blanks with the correct answers for each item. Write your answers in your notebook.

1. An _____ consists of arranging groups of items in rows or columns.

2. Each group is called the number of items in _____.

3. In multiplication as an array, the first number in 7 x 4 = 28 is called _____.

What I can do

Directions: Using any object, draw an array based to the given multiplication sentence. Then write the answer in the blank. Write your answers in your notebook.

Example: 2 x 3 = 6

1. 4 x 5 = _____

2. 6 x 4 = _____

3. 4 x 9 = _____

4. 5 x 8 = _____

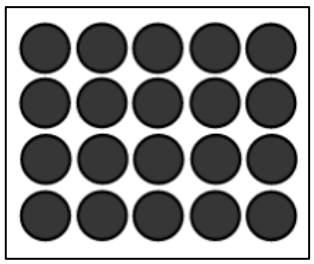
5. 7 x 4 = _____

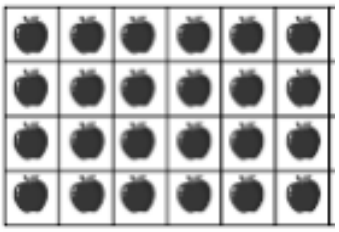
Assessment

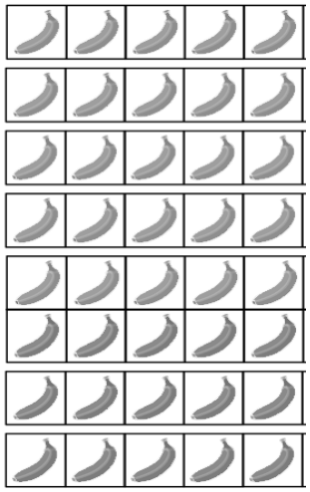
Hi! Let us have fun with multiplication. Take your time, observe the arrays and solve the problems carefully. You've got this!

Directions: Use the array to answer the following multiplication sentences. Write your answers in your notebook.

1. 4 x 5 = _____ 2. 6 x 4 = _____ 3. 5 x 8 = _____

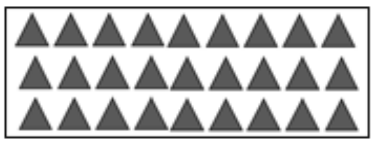




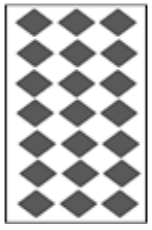


B. Directions: Complete the multiplication sentence based on what is shown on the array. Write your answer in your notebook.

4. ☐ X 9 =27



5. 7 x ☐ = 21

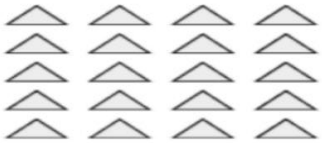


Lesson 3 - Multiplication as Repeated Addition Using Counting by Multiples

What's In

Welcome back! Let's review what we've learned about arrays.

Directions: Give the addition and multiplication sentences that describe the array. Write your answers in your notebook.

Array	Addition Sentence	Multiplication Sentence
1. 		
2. 		
3. 		
4. 		
5. 		

What's New

Read the problem.

Trina, a grade 2 pupil received 4 boxes of pencils from her aunt at the start of the school year. Each box has 6 pencils. How many pencils does Trina have?

Directions: Answer the following questions. Write your answers in your notebook.

1. How many boxes of pencils did Trina receive? _____

2. How many pencils are in each box? _____

3. What is the addition sentence? _____

4. What is the multiplication sentence? _____

5. How many pencils does she have in total? _____

What is It

Let us study this:

Multiplication as Counting by Multiples

Counting by multiples is a process where the skills in skip counting is used.

Let's consider the given numbers from the above problem.

There are 5 boxes of pencils.
There are 5 pencils in each box.
The multiplication sentence for this is 5 x 5 = n.

To describe it let's consider this grid:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

We can show 5 x 5 by circling the first 5 multiples of 5. As shown in the grid, the first 5 multiples of 5 are: 5**, 10, 15, 20** and **25**. And since 25 is the last multiple, it is the answer in the multiplication sentence.

Thus, **5 x 5= 25.**

What's More

A. Directions: Using the grid, give the multiples of the given multiplication sentence. Write your answers in your notebook.

Example: 4 x 5 = 4, 8, 12, 16, 20

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

1. 3 x 7 = _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

2. 2 x 8 = _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

3. 6 x 5 = _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

B. Directions. Using the grid, give the correct multiplication equation. Write your answers in your notebook.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Example: First 6 multiples of 5: 5, 10, 15, 20, 25, 30

Multiplication sentence: 5 x 6 = 30

1. First 5 multiples of 2: _____, _____, _____, _____, _____
   Multiplication sentence: _____

2. First 3 multiples of 8: _____, _____, _____
   Multiplication sentence: _____

3. First 4 multiples of 6: _____, _____, _____, _____
   Multiplication sentence: _____

What I have learned

Directions: Complete the multiplication sentence using skip counting. Write your answers in your notebook.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

1. 3 x 9 = _____
2. 6 x 4 = _____
3. 2 x 9 = _____
4. 5 x 3 = _____
5. 7 x 4 = _____

What I can do

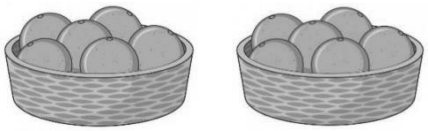
Directions: Skip count and write the corresponding multiplication sentence. Write your answers in your notebook.

1.  = _____

2.  = _____

3.  = _____

4.  = _____

5.  = _____

Assessment

Directions: Complete the multiplication sentence using skip counting. Write your answers in your notebook.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

1. 4 x 7 = _____
2. 2 x 7 = _____
3. 3 x 5 = _____
4. 6 x 5 = _____
5. 5 x 4 = _____

Lesson 4 - Multiplication as Repeated Addition Using Equal Jumps on a Number Line

What's In

Directions: List the multiples and write a complete multiplication sentence. Write your answers in your notebook.

Example: First 3 multiples of 4: **4, 8, 12**

Multiplication sentence: **3 x 4 = 12**

1. First 4 multiples of 2: _____, _____, _____, _____

   Multiplication sentence: _____

2. First 2 multiples of 6: _____, _____

   Multiplication sentence: _____

3. First 5 multiples of 7: _____, _____, _____, _____, _____

   Multiplication sentence: _____

What's New

Read the problem.

Julia loves flowers. She has 2 plant boxes of flowers at home. Each box has 5 flowers. How many flowers does Julia has in total?

Directions: Answer the following questions. Write your answer in your notebook

1. What does Julia love? _____
2. How many plant boxes of flowers does she have at home? _____
3. How many flowers does each plant box have? _____
4. What is the multiplication sentence? _____
5. How many flowers does she have in all? _____

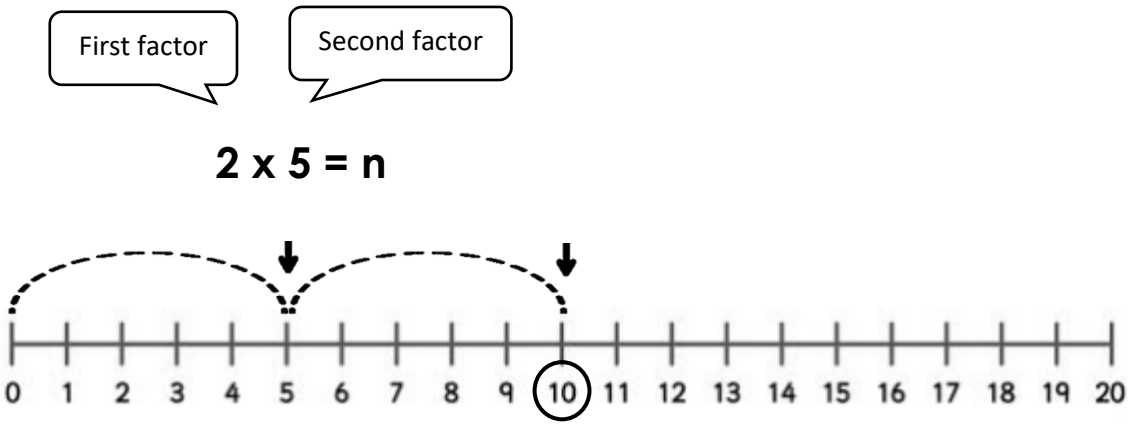
What is It

Let us study this:

Multiplication Using equal jumps on the Number Line

A number line is another strategy used in multiplying numbers. Like in other strategies, 2 factors are also involved in this strategy.

Let's consider the multiplication sentence from the above problem.



- The first factor tells us how many jumps is to be made.
- The second factor tells us the length of each jump.

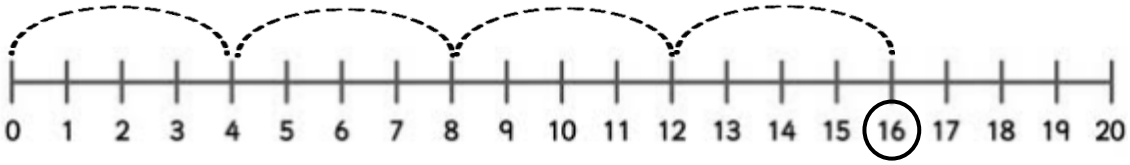
To do this, we start from 0 and count by 5. We make 2 jumps and draw arrows to represent each jump. The product is the number we get to at the end of our last jump.

Therefore, **2 x 5 = 10**

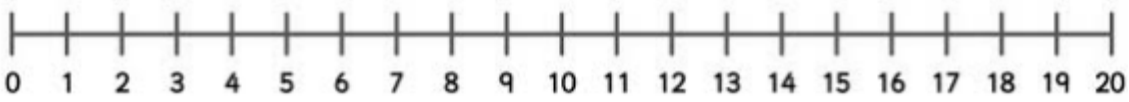
What's More

Directions: Solve each multiplication sentence by showing jumps on the number line. Write your answers in your notebook.

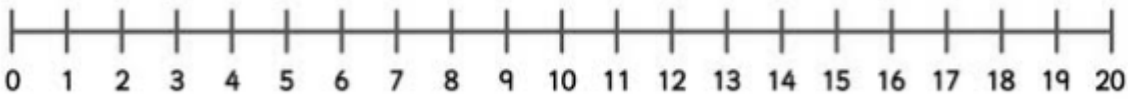
Example: 4 x 4 = 16



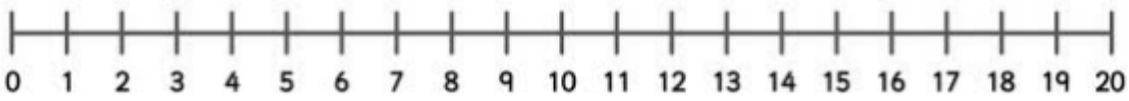
1. 3 x 6 = _____



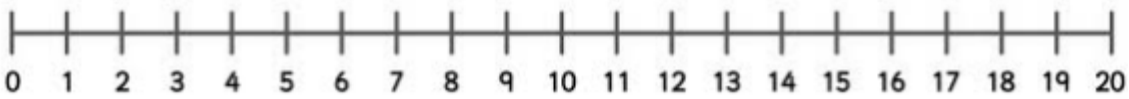
2. 4 x 5 = _____



3. 2 x 7 = _____



4. 5 x 3 - _____



What I have learned

Directions: Fill in the blanks with the correct answer for each item. Write your answers in your notebook.

array	two	factors	equal quantities
number line	first	second	multiples

1. There are _____ factors involved in multiplication.

2. When using the number line, the _____ factor tells how many jumps should be made.

3. The _____ factor tells the length of each jump.

4. In the multiplication sentence, 2 x 8 = 16, 2 and 8 are called _____.

5. To illustrate multiplication as repeated addition, the different strategies that can be used are:

   _____, _____,

   _____, and _____.

What I can do

Directions: Write the repeated addition sum and multiplication sentence for the equal hops on the number lines. The first one has been done for you. Write your answers in your notebook.

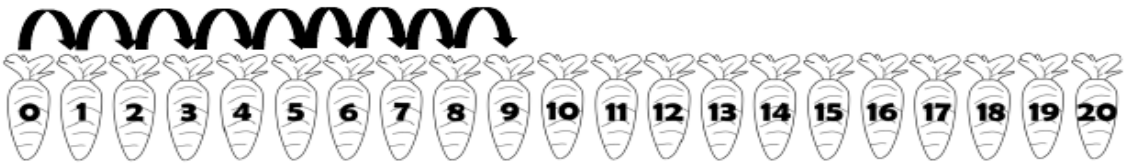
Addition sentence: 3 + 3 = 6

Multiplication sentence: 3 x 2 = 6

1. 

Addition sentence: _____

Multiplication sentence: _____

2. 

Addition sentence: _____

Multiplication sentence: _____

3. 

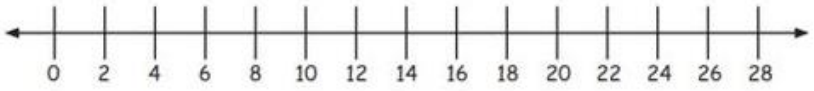
Addition sentence: _____

Multiplication sentence: _____

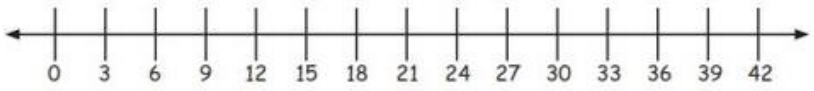
Assessment

Directions: Draw an arrow on the number line to find the answer for each multiplication problem. Write your answers in your notebook.

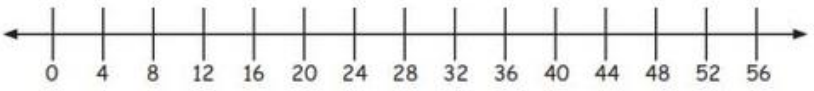
1. 2 x 4 = _____



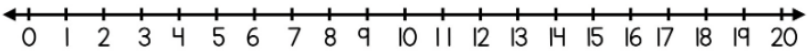
2. 3 x 8 = _____



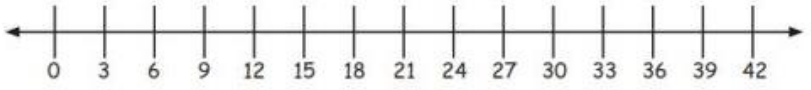
3. 4 x 9 = _____



4. 5 x 2 = _____



5. 3 x 7 = _____



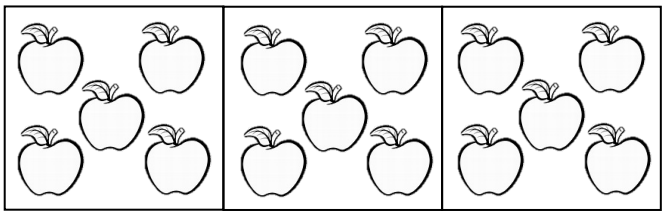
Additional Activities

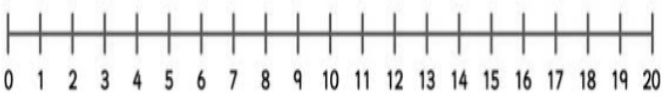
Directions: Write the correct multiplication sentence for each repeated addition. Write your answers in your notebook.

1. 10 + 10 + 10 + 10 = 40 _____

2. 3 + 3 + 3 + 3 + 3 + 3 = _____

3. 1 2 3 4 5 6 7 8 9 10 _____
   First 5 multiples of 2

4.  _____

5. 

_____

Answer Key

Lesson 1

What's New

1. 4
2. 4
3. 12

What I have learned

1. 3 + 3 + 3 = 9
2. 2 + 2 = 4
3. 4+4+4+4+4=24
4. 3+3+3+3+3 = 15
5. 5 + 5 + 5 + 5 = 20

What's In

1. Total Objects = 10
   Groups: 2
   Groups of: 5
2. Total Objects = 15
   Groups: 5
   Groups of: 3
3. Total Objects = 9
   Groups: 3
   Groups of: 3
4. Total Objects = 4
   Groups: 2
   Groups of: 2
5. Total Objects = 8
   Groups: 2
   Groups of: 4

What I Know

1. Repeated Addition 2 + 2 + 2 = 6
   Multiplication Sentence 2 x 3 = 6
2. Repeated Addition 3 + 3 = 6
   Multiplication Sentence 2 x 3 = 6
3. Repeated Addition 4 + 4 + 4 + 4 = 16
   Multiplication Sentence 4 x 4 = 16
4. Repeated Addition 3 + 3 + 3 = 9
   Multiplication Sentence 3 x 3 = 9
5. Repeated Addition 4 + 4 = 8
   Multiplication Sentence 4 x 2 = 8

B.
4. 3 + 3 + 3 + 3 = 12
5. 4 + 4 + 4 + 4 + 4 + 4 = 24

Assessment

1. Repeated Addition 2 + 2 + 2 = 6
   Multiplication Sentence 2 x 3 = 6
2. Repeated Addition 3 + 3 = 6
   Multiplication Sentence 2 x 3 = 6
3. Repeated Addition 4 + 4 + 4 + 4 = 16
   Multiplication Sentence 4 x 4 = 16
4. Repeated Addition 3 + 3 + 3 = 9
   Multiplication Sentence 3 x 3 = 9
5. Repeated Addition 4 + 4 = 8
   Multiplication Sentence 4 x 2 = 8

What's More

1. 3 groups of 3
   3+3+3=9
   3x3 = 9
2. 2 groups of 5
   5 + 5 = 10
   2x5 = 10
3. 4 groups of 6
   6+6+6+6= 24
   4x6 = 24
4. 3 groups of 2
   2+2+2 = 6
   2x3 = 6
5. 2 groups of 5
   5+5 = 10
   2x5 = 10

Lesson 2

What I can do

Answer varies

Assessment

A.
1. 20
2. 24
3. 40

B.
4. 3
5. 3

What's More

1. 4 2. 2 3. 2
   3 10 8
   12 20 16

What I have learned

1. Array
2. each group
3. number of groups

What's In

1. 5 + 5 + 5 + 5 + 5 = 25
2. 4 + 4 + 4 + 4 + 4 + 4 = 28
3. 7 + 7 + 7 + 7 + 7 = 35
4. 9 + 9 + 9 + 9 + 9 + 9 = 54
5. 6 + 6 + 6 + 6 + 6 = 30

What's New

1. Watermelon
2. 4 children
3. 3 watermelons
4. 6 watermelons

Lesson 3

What I can do

1. 4 x6=24
2. 2 x 7 =14
3. 3 x 3= 9
4. 3 x 6 =18
5. 2 x 6 = 12

Assessment

1. 28
2. 14
3. 15
4. 30
5. 20

What I have learned

1. 27
2. 24
3. 18
4. 15
5. 28

What's More B.

1. 2, 4, 6, 8, 20
2. 8, 16, 24
3. 6, 12, 16, 24

What's In

1. 5+5+5+5= 20 — 5x4= 20
2. 3+3+3+3+3= 15 — 3x5= 15
3. 3+3+3+3+3+3= 18 — 3x6= 18
4. 2+2+2= 6 — 2x3= 6
5. 3+3+3= 9 — 3x3=9

What's More A.

1. 3, 6, 9, 12, 15, 18, 21
2. 2, 4, 6, 8, 10, 12, 14, 16
3. 6, 12, 18, 24, 30

Lesson 4

What I can do

1. Addition Sentence 4+4+4+4+4= 20
   Multiplication Sentence 4 x 5 = 20
2. Addition Sentence
   1+1+1+1+1+1+1+1+1= 9
   Multiplication Sentence 1 x 9 = 9
3. Addition Sentence 2+2+2+2= 8
   Multiplication Sentence 4 x 2 = 8

Assessment

1. 4	8			
2. 8	16	24		
3. 9	18	27	36	
4. 2	4	6	8	10
5. 7	14	21		

What I have learned

1. two
2. first
3. second
4. factors
5. array, number line, equal quantities, and multiples.

What's In

1. 2, 4, 6, 8
2. 6, 12
3. 7, 14, 21, 28, 35

What's New

1. flowers
2. two
3. five
4. 2 x 5 = 10
5. 10

What's More

1. 6, 12, 18
2. 5, 10, 15, 20
3. 7, 14
4. 3, 6, 9, 12, 15

References

ACCOS, LOLLY VHENN C. 2020. "Module in Mathematics 2." La Trinidad, Benguet: Learning Resource Management and Development System, May.

Ubana, Gertrudes. 2015. *Exploring Math Possibilities.* Makati City: Don Bosco Press.

DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS Quarter 3 Module 2** titled "**Illustrating and Writing Multiplication as Repeated Addition"** 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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