

MATHEMATICS - Grade 2
Quarter 3 - Module 3 Multiply Numbers using the 2, 3, 4, 5, and 10 Multiplication Tables
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 Multiply numbers using the 2, 3, 4, 5, and 10 multiplication tables!

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 Multiply numbers using the 2, 3, 4, 5, and 10 multiplication tables!

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 3 - Module 3

Multiply Numbers using the 2, 3, 4, 5,
and 10 Multiplication Tables



What I Need to Know

You were the focus of the design and writing of this module. It is designed to make utilizing the multiplication tables for 2, 3, 4, 5, and 10 easier and more understandable. This module's scope allows it to be utilized in a wide range of educational contexts. The terminology employed acknowledges the variety of your vocabulary. Although the lessons are set up to follow the course's prescribed order, you are free to read them in any other order that aligns with the Mathematics Grade 2 study guide you are using.

Following completion of this module, you should:

- Multiply numbers using the 2, 3, 4, 5, and 10 multiplication tables.

5. Multiply 2 times 5, what is the product?

a. 25

c. 7

b. 10

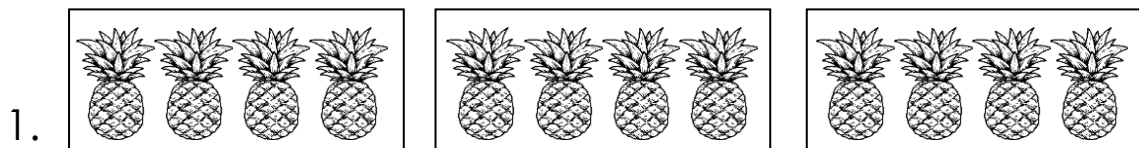
d. 5



What's In

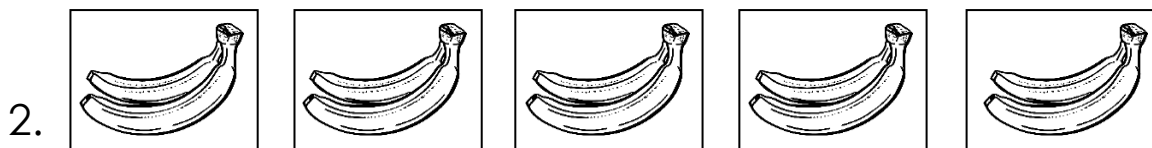
Good job! Now, let us see what you will learn next.

Directions: Find the sum by adding and multiplying. Write the number sentences in your notebook. The first is done for you.



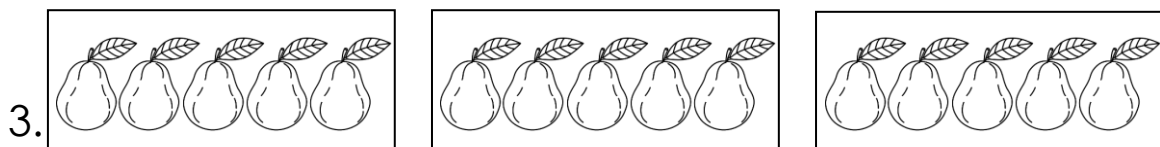
$$4 + 4 + 4 = 12$$

$$4 \times 3 = 12$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

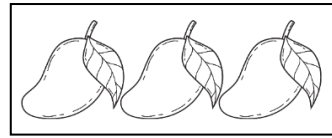
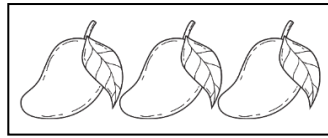
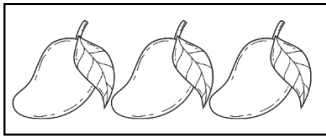
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = \underline{\quad}$$

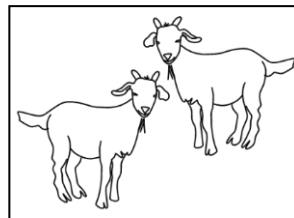
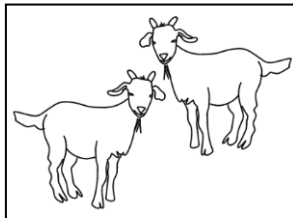
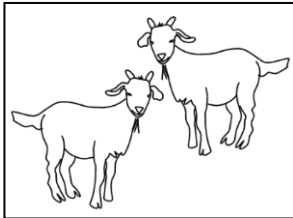
4.



$$\underline{\quad\quad} + \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} \times \underline{\quad\quad} = \underline{\quad\quad}$$

5.



$$\underline{\quad\quad} + \underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} \times \underline{\quad\quad} = \underline{\quad\quad}$$



What's New

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



Peter and Pilar are helping their parents in the garden by planting pechay. They planted 2 rows of pechay, with 4 plants in each row. In all, how many pechay plants did they plant?

Directions: Let us answer the following questions based on the story.

1. How many rows of pechay did Peter and Pilar plant?

Answer: 2 rows of pechay plants

2. In each row, how many pechay plants did Peter and Pilar plant?

Answer: 4 pechay plants

3. In total, how many pechay plants did Peter and Pilar plant?

Answer: 8 pechay plants

Number of rows	Number of pechay	Number of pechay planted in total	Multiplication fact
2	x 4	8	$2 \times 4 = 8$

Therefore: 2 sets of 4 is equal to 8.

We write it as: $2 \times 4 = 8$

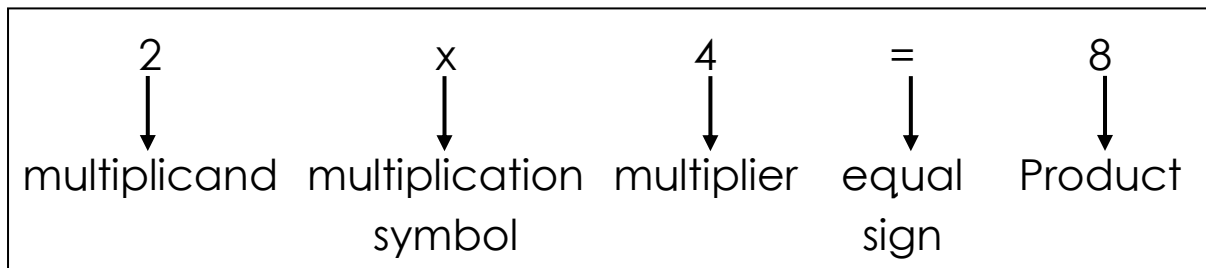
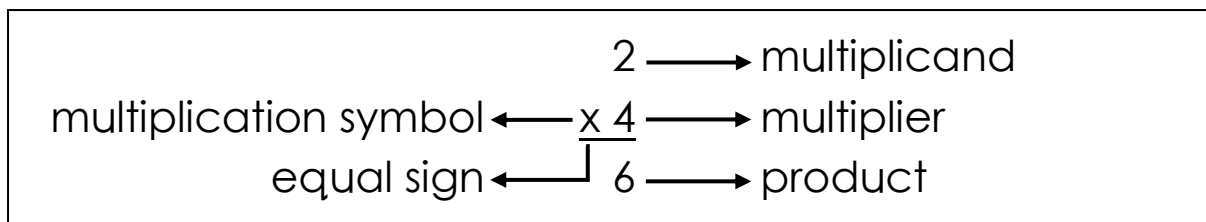
We read it as: 2 times 4 equals 8.



What is It

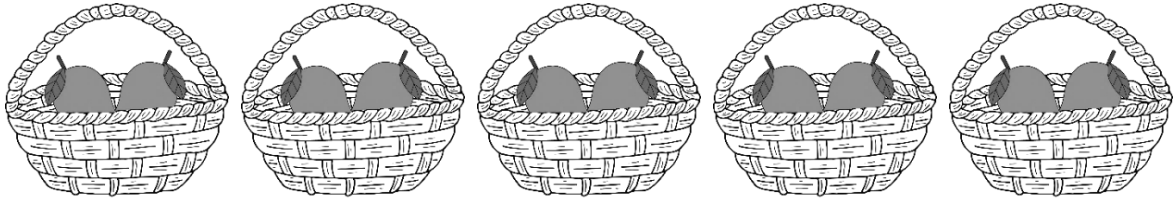
Great! Now, let us find out more about how multiplication are used in the world around us.

A **multiplication sentence** consists of a **multiplicand**, a **multiplier**, and a **product**. The number that is multiplied by another is called the **multiplicand**. The number indicating how many times the multiplicand is to be multiplied is called the **multiplier**. The result is called the **product**. The symbol for multiplication is “x”, and it is read as “**times**”. A multiplication sentence can be written in two ways:



Another Example:

How many mangoes are there in a basket?



How many baskets are there?

Answer: 5 baskets

How many mangoes does each basket have?

Answer: 2 mangoes in each basket

How many mangoes in all?

Answer: 10 mangoes

Therefore: 5 sets of 2 is equal to 10.

We write it as: $5 \times 2 = 10$

We read it as: 5 times 2 equals 10.

The multiplication tables of 1, 2, 3, 4, 5 and 10 can be used to multiply the numbers.

$$\begin{array}{l} 1 \times 1 = 1 \\ 1 \times 2 = 2 \\ 1 \times 3 = 3 \\ 1 \times 4 = 4 \\ 1 \times 5 = 5 \\ 1 \times 6 = 6 \\ 1 \times 7 = 7 \\ 1 \times 8 = 8 \\ 1 \times 9 = 9 \\ 1 \times 10 = 10 \end{array}$$

$$\begin{array}{l} 2 \times 1 = 2 \\ 2 \times 2 = 4 \\ 2 \times 3 = 6 \\ 2 \times 4 = 8 \\ 2 \times 5 = 10 \\ 2 \times 6 = 12 \\ 2 \times 7 = 14 \\ 2 \times 8 = 16 \\ 2 \times 9 = 18 \\ 2 \times 10 = 20 \end{array}$$

$$\begin{array}{l} 3 \times 1 = 3 \\ 3 \times 2 = 6 \\ 3 \times 3 = 9 \\ 3 \times 4 = 12 \\ 3 \times 5 = 15 \\ 3 \times 6 = 18 \\ 3 \times 7 = 21 \\ 3 \times 8 = 24 \\ 3 \times 9 = 27 \\ 3 \times 10 = 30 \end{array}$$

$$\begin{array}{l} 4 \times 1 = 4 \\ 4 \times 2 = 8 \\ 4 \times 3 = 12 \\ 4 \times 4 = 16 \\ 4 \times 5 = 20 \\ 4 \times 6 = 24 \\ 4 \times 7 = 28 \\ 4 \times 8 = 32 \\ 4 \times 9 = 36 \\ 4 \times 10 = 40 \end{array}$$

$$\begin{array}{l} 5 \times 1 = 5 \\ 5 \times 2 = 10 \\ 5 \times 3 = 15 \\ 5 \times 4 = 20 \\ 5 \times 5 = 25 \\ 5 \times 6 = 30 \\ 5 \times 7 = 35 \\ 5 \times 8 = 40 \\ 5 \times 9 = 45 \\ 5 \times 10 = 50 \end{array}$$

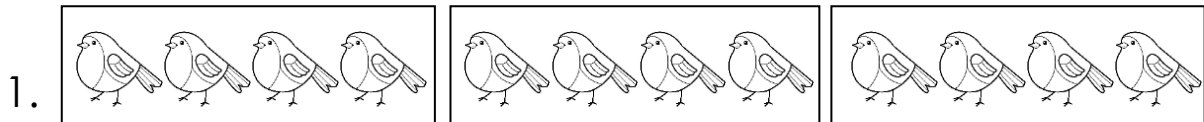
$$\begin{array}{l} 10 \times 1 = 10 \\ 10 \times 2 = 20 \\ 10 \times 3 = 30 \\ 10 \times 4 = 40 \\ 10 \times 5 = 50 \\ 10 \times 6 = 60 \\ 10 \times 7 = 70 \\ 10 \times 8 = 80 \\ 10 \times 9 = 90 \\ 10 \times 10 = 100 \end{array}$$



What's More

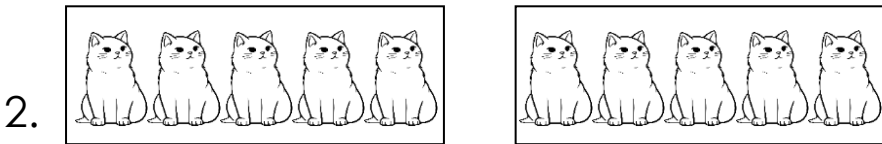
Awesome! Let us do a fun challenge!

Directions: Study the equations below. Write your answer in your notebook.



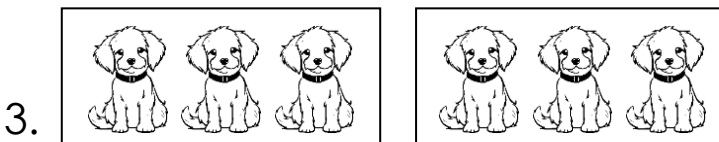
3 sets of 4 is equal to _____.

$$3 \times 4 = \underline{\hspace{2cm}}$$



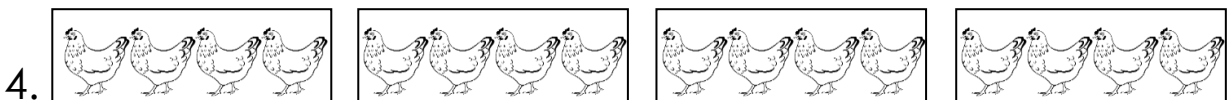
2 sets of 5 is equal to _____.

$$2 \times 5 = \underline{\hspace{2cm}}$$



2 sets of 3 is equal to _____.

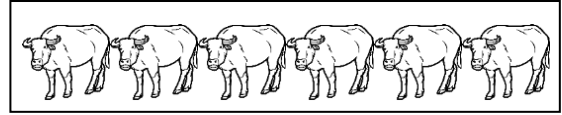
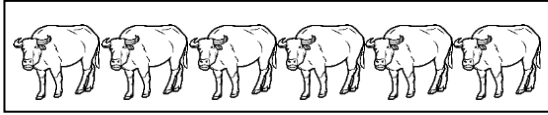
$$2 \times 3 = \underline{\hspace{2cm}}$$



4 sets of 4 is equal to _____.

$$4 \times 4 = \underline{\hspace{2cm}}$$

5.



2 sets of 6 is equal to _____.

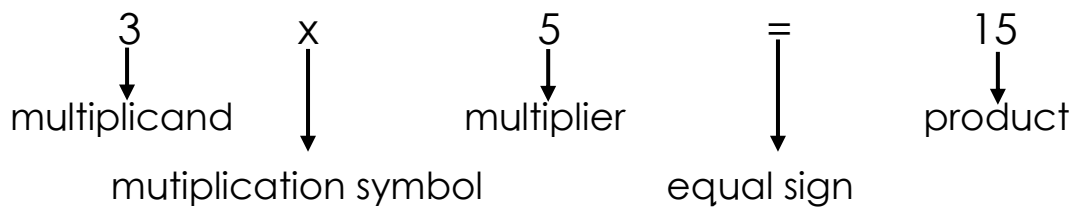
$2 \times 6 =$ _____



What I have learned

Now that you have learned a lot about multiplication, you know it can be used to find the total number of objects in sets that are added together or put together.

A multiplication sentence has three parts:



The **multiplication sentence** consists of a **multiplicand**, a **multiplier**, and a **product**.

The number that is multiplied by another is called the **multiplicand**.

The number indicating how many times the multiplicand is to be multiplied is called the **multiplier**.

The result is called the **product**.

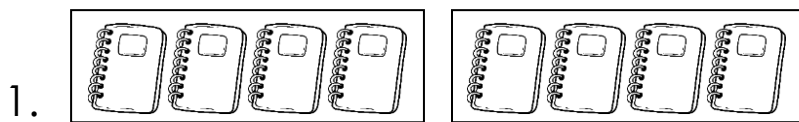
The symbol for multiplication is “x”, and it is read as “times”.



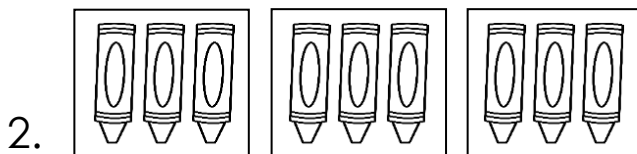
What I can do

Great job! You are really mastering multiplication! Now, let us see if you can solve this activity.

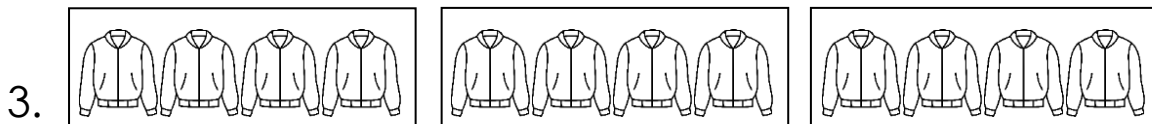
Directions: Find the product for each set. Write your answers in your notebook.



$$4 \times 2 = \underline{\quad}$$



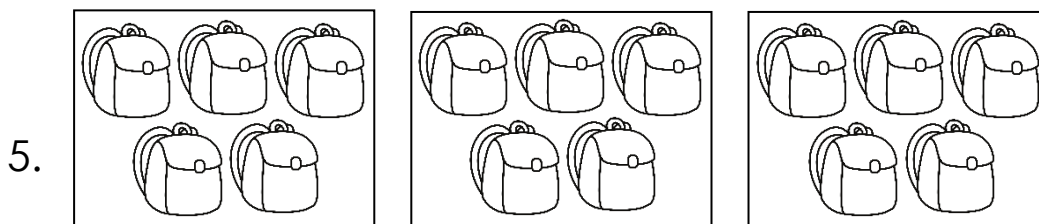
$$3 \times 3 = \underline{\quad}$$



$$4 \times 3 = \underline{\quad}$$



$$2 \times 8 = \underline{\quad}$$



$$5 \times 3 = \underline{\quad}$$



Additional Activities

Congratulations! You are doing amazing! Now, for your final activity, let us work on the additional tasks.

Directions: Find the product of the following equations in the box below. Write your answer in your notebook.

1. $2 \times 5 =$ _____

2. $3 \times 4 =$ _____

3. $4 \times 5 =$ _____

4. $2 \times 3 =$ _____

5. $4 \times 4 =$ _____

16

10

6

20

12

Answer Key

Assessment

- c
- b
- b
- a
- b

What I can do

- $4 \times 2 = 8$
- $3 \times 3 = 9$
- $4 \times 3 = 12$
- $2 \times 8 = 16$
- $5 \times 3 = 15$

What's More

- 3 sets of 4 is equal to 12
 $3 \times 4 = 12$
- 2 sets of 5 is equal to 10
 $2 \times 5 = 10$
- 2 sets of 3 is equal to 6
 $2 \times 3 = 6$
- 4 sets of 4 is equal to 16
 $4 \times 4 = 16$
- 2 sets of 6 is equal to 12
 $2 \times 6 = 12$

What's In

- $4 + 4 + 4 = 12$
 $4 \times 3 = 12$
- $2 + 2 + 2 + 2 + 2 = 10$
 $2 \times 5 = 10$
- $5 + 5 + 5 = 15$
 $5 \times 3 = 15$
- $3 + 3 + 3 = 9$
 $3 \times 3 = 9$
- $2 + 2 + 2 = 6$
 $2 \times 3 = 6$

Additional Activities

- $2 \times 5 = 10$
- $3 \times 4 = 12$
- $4 \times 5 = 20$
- $2 \times 3 = 6$
- $4 \times 4 = 16$

What I Know

- c
- b
- b
- a
- b

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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 3 Module 3** titled "**Multiply numbers using the 2, 3, 4, 5, and 10 multiplication tables**" 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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