

MATHEMATICS - Grade 2

Quarter 3 - Module 8 Find the missing number sentence involving multiplication or division by 2, 3, 4, 5 and 10

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 Finding the missing number sentence involving multiplication or division by 2,3,4,5 and 10!

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 (Find the missing number in a number sentence involving multiplication or division by 2,3,4,5 and 10)!

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 8

Find the missing number in a number sentence involving multiplication or division by 2, 3, 4, 5 and 10



What I Need to Know

This module was designed and written with you in mind. It is here to help you master the (Division of numbers finding the missing number sentence involving multiplication or division by 2,3,4,5 and 10). The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. 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 textbook you are now using.

This module focuses on:

Finding the missing number in a number sentence involving multiplication or division by 2,3,4,5 and 10.

Lesson 1 Find the missing number in a number sentence involving multiplication or division by 2,3,4,5 and 10



What I Know

Before we go further in this module, I would like you to take this pre-test to assess your prior knowledge on the lessons that you are about to study.

Directions: Find the multiplication sentence that will match the division sentence. Write the letter of the correct answer on the answer sheet.

Example:

$$10 \div 2 = 5 \quad \text{checking: } 2 \times 5 = 10$$

_____ 1. $10 \div 5$

a. 6×4

_____ 2. $27 \div 3$

b. 4×4

_____ 3. $12 \div 2$

c. 9×3

_____ 4. $24 \div 4$

d. 6×2

_____ 5. $16 \div 4$

e. 5×2



What's In

Directions: Divide the following numbers. Write the letter of the correct answer on the answer sheet.

1. $20 \div 2 =$ _____

- a. 7
- b. 8
- c. 9
- d. 10

2. $20 \div 0 =$ _____

- a. 2
- b. 3
- c. 4
- d. 5

3. $35 \div 5 =$ _____

- a. 6
- b. 7
- c. 8
- d. 9

4. $32 \div 4 =$ _____

- a. 5
- b. 6
- c. 7
- d. 8

5. $18 \div 3 =$ _____

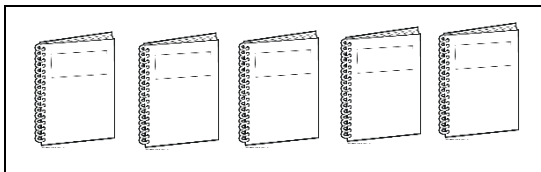
- a. 4
- b. 5
- c. 6
- d. 7



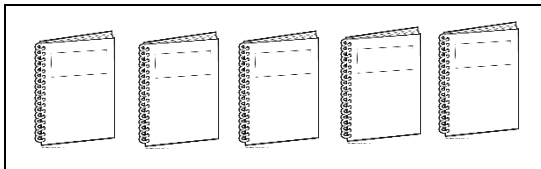
What's New

Directions: Find the multiplication sentence that is related to the division sentence. Write your answer on the answer sheet.

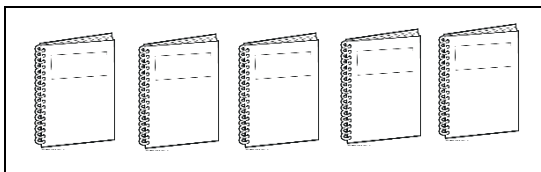
Mario has 15 notebooks. He divides these among his 3 cousins. How many notebooks will each of his cousins receive?



cousin 1



cousin 2



cousin 3

$$15 \div 3 = 5 \text{ notebook}$$

How about if Mario has 3 cousins and he gives 5 notebooks to each of his cousins, how many notebooks does Mario have?

$$\begin{array}{c} 3 \times 5 = 15 \\ \swarrow \quad \downarrow \quad \searrow \\ \text{cousins} \quad \text{notebooks} \quad \text{notebooks} \end{array}$$



What is It

It seems that you are enjoying our previous activities. This time you are going to explore more about finding the missing number in a number sentence involving multiplication or division by 2,3,4,5 and 10.

Directions: Read and study.

Ana has 20 pencils. She will give these to 5 of her classmates. How many pencils will each one of them get?

Let us find out how many 5's there are in 20.

$$20 \div 5 = 4$$

$$5 \times 4 = 20$$

Division and multiplication are opposite operations. To find the quotient in division, think of the missing factor in multiplication.

Study the example below.

$$12 \div 3 = 4$$

$$\square \times 3 = 12$$

Therefore , $\square 4 \times 3 = 12$

Question:

How can we find the missing multiplicand or multiplier?

- To find the missing multiplicand, we divide the product by the multiplier.
- To find the missing multiplier, we divide the product by the multiplicand.

$$20 \div 5 = 4$$

↓ ↓ ↘
dividend divisor quotient

$$5 \times 4 = 20$$

↓ ↓ ↓
multiplicand multiplier product



What's More

Directions: Find the missing number.

1. $3 \times 2 = \underline{\quad}$

2. $\underline{\quad} \div 4 = 2$

3. $6 \times \underline{\quad} = 18$

4. $12 \div \underline{\quad} = 3$

5. $15 \div 3 = \underline{\quad}$



What I have learned

Now that you have learned a lot about finding the missing number in a number sentence involving multiplication or division by 2,3,4,5 and 10, let's do another activity to deepen your knowledge and skills.

Directions: Fill in the blanks with correct word to complete a sentence. Choose your answer from the words inside the box. Write your answer in the answer sheet.

multiplier	multiply	divide
------------	----------	--------

To find the missing multiplicand, we divide the product by the _____.

If the dividend is missing, simply _____ the divisor and the quotient.

If the divisor is missing, _____ the dividend and the quotient.



What I can do

Directions: Find the missing numbers to complete the number sentence. Write your answer on the answer sheet.

Example:

$$20 \div 2 = \underline{10} \quad \text{Therefore, } 10 \times 2 = 20$$

1.) $14 \div 2 = \underline{\quad}$

- a. 5
- b. 7
- c. 10
- d. 12

2.) $18 \div 3 = \underline{\quad}$

- a. 3
- b. 5
- c. 6
- d. 8

3.) $36 \div \underline{\quad} = 9$

- a. 4
- b. 5
- c. 7
- d. 8

4.) $\underline{\quad} \times 5 = 25$

- a. 2
- b. 3
- c. 4
- d. 5

5.) $80 \div 10 =$

- a. 8
- b. 9
- c. 10
- d. 12



Assessment

This time, to assess your learning on finding the missing number in a number sentence involving multiplication or division by 2,3,4,5 and 10, answer this activity below.

Directions: Write the quotient of the given number sentence then, find the multiplication sentence that is related to the division sentence. Write your answer on the answer sheet.

1.) $16 \div 2 = \boxed{}$

- a. $2 \times 6 = 12$
- b. $2 \times 7 = 14$
- c. $8 \times 2 = 16$
- d. $16 \times 2 = 32$

2.) $24 \div 3 = \boxed{}$

- a. $8 \times 3 = 24$
- b. $3 \times 9 = 27$
- c. $3 \times 10 = 30$
- d. $18 \times 3 = 64$

3.) $32 \div 4 = \boxed{}$

- a. $4 \times 5 = 20$
- b. $4 \times 6 = 24$
- c. $4 \times 7 = 28$
- d. $4 \times 8 = 32$

4.) $50 \div 5 =$

a. $5 \times 5 = 25$

b. $5 \times 6 = 30$

c. $5 \times 10 = 50$

d. $5 \times 50 = 25$

5.) $60 \div 10 =$

a. $6 \times 3 = 18$

b. $6 \times 4 = 24$

c. $6 \times 5 = 30$

d. $6 \times 10 = 60$

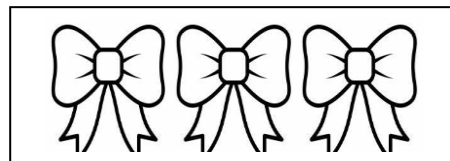
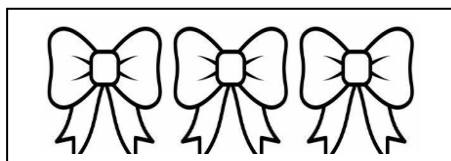


Additional Activities

Congratulations! You've come this far. I know you have learned a lot already. You will do this activity using your knowledge on finding the missing number in a number sentence involving multiplication or division by 2, 3, 4, 5 and 10.

Directions: Write the division and multiplication sentences on the blanks. Do it in your activity sheet.

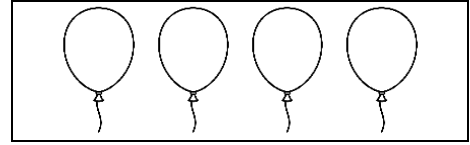
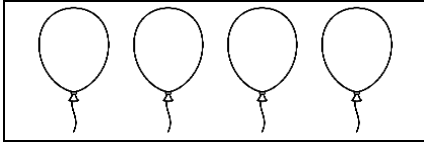
Example:



$$5 \div \underline{2} = 3$$

$$2 \times 3 = 6$$

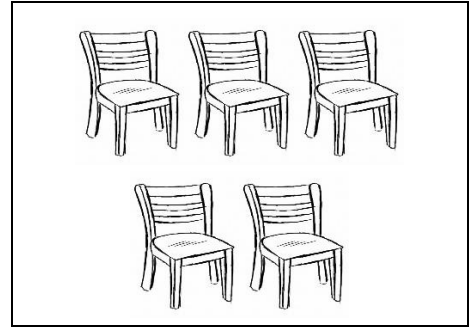
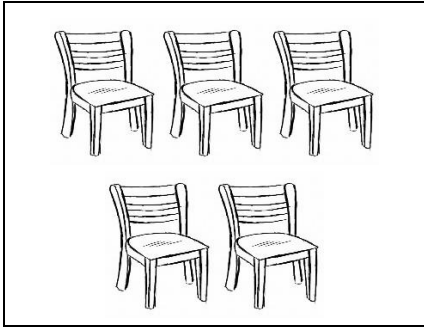
1.



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

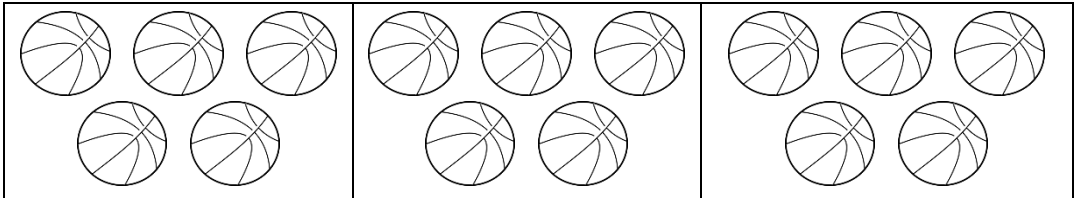
2.



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

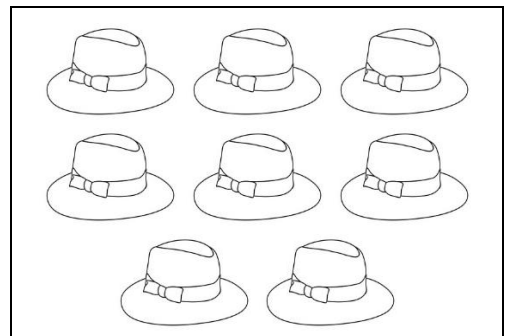
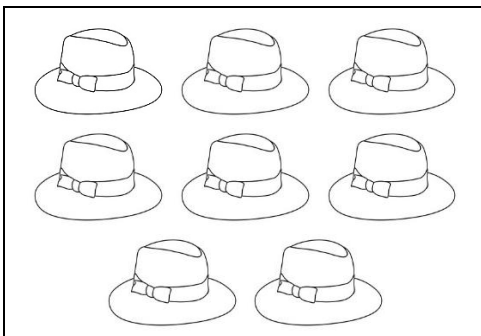
3.



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

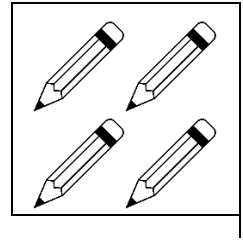
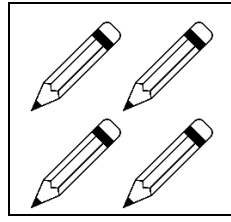
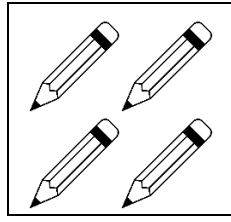
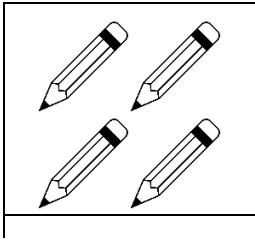
4.



$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

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

5.



$$\underline{\hspace{2cm}} \div \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

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

Answer Key

What I Know

1. e
2. c
3. d
4. a
5. b

What's In

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

What's More

1. 6
2. 8
3. 3
4. 4
5. 5

What I have Learned

multiplier
multiply
divide

What I can do

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

Assessment

1. c
2. a
3. d
4. c
5. d

Additional Activities

1. $8 \div 2 = 4$
 $2 \times 4 = 8$
2. $10 \div 2 = 5$
 $2 \times 5 = 10$
3. $15 \div 3 = 5$
 $3 \times 5 = 15$
4. $16 \div 2 = 8$
 $2 \times 8 = 16$
5. $16 \div 4 = 4$
 $4 \times 4 = 16$

References

K to 12 Mathematics Curriculum Guide 2016 p. 42
Castro, I.V.(2011) Mathematics for Everyday Use 2, Quezon City:
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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 3 Module 8** titled “**Find the missing number sentence involving multiplication or division by 2, 3, 4, 5 and 10**” 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 2025-2026. 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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