



**MATHEMATICS - Grade 2**  
**Quarter 3 - Module 10 Solve Division Problem using the 2, 3, 4, 5 and 10**  
**Multiplication Tables Including Problems involving Money**  
**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 Solving Division Problem using the 2, 3, 4, 5 and 10 Multiplication Tables including Problems Involving Money!

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 (Math Grade 2) Self-Learning Module on Solve Division Problem using the 2, 3, 4, 5 and 10 Multiplication Tables including Problems Involving Money!

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 21<sup>st</sup> 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 10

Solve Division Problem using the 2,3,4,5  
and 10 Multiplication Tables including  
Problems involving Money



## What I Need to Know

This self-learning module is designed to develop students' ability to solve division problems using the 2, 3, 4, 5 and 10 multiplication tables, including problems involving money. You will practice and learn how to use multiplication tables to solve division problems.

At the end of this module, you are expected to:

Learning Objective:

- Solve division problems using 2, 3, 4, 5 and 10 multiplication tables, including problems involving money.

# Lesson 1 - Solve Division Problem using the 2, 3, 4, 5 and 10 Multiplication Tables involving Money



## What I Know

Hello, amazing learners! Let's start with an activity to see what you already know. Have fun and do your best!

### Activity 1-Money Math Challenge

**Directions:** Read and solve the given problems. Use the multiplication table to help you divide. Write your answer in your answer sheet.

1. Nanay Linda has ₱10.00 and wants to buy yema that cost ₱2.00 each. How many yema can she buy?
  - a. 2 yema
  - b. 5 yema
  - c. 7 yema
  - d. 10 yema
2. Wilma has ₱12.00 and she wants to share it with 3 friends. How much will each friend get?
  - a. ₱4.00
  - b. ₱5.00
  - c. ₱8.00
  - d. ₱12.00

3. Carlo has ₱30.00 and he wants to buy buko pie that costs ₱5.00 each. How many buko pie can he buy?
- a. 4 buko pie
  - b. 5 buko pie
  - c. 6 buko pie
  - d. 20 buko pie
4. Risa collected ₱36.00 from selling banana chips. If she divide it among 4 friends, how much will each friend get?
- a. ₱8.00
  - b. ₱9.00
  - c. ₱12.00
  - d. ₱ 36.00
5. Lolo Nestor has ₱40.00. He wants to give ₱10.00 each to his grandchildren. How many grandchildren will receive money?
- a. 3 grandchildren
  - b. 4 grandchildren
  - c. 9 grandchildren
  - d. 10 grandchildren

## Multiplication Tables by 1, 2, 3, 4, 5, and 10

$1 \times 1 = 1$   
 $1 \times 2 = 2$   
 $1 \times 3 = 3$   
 $1 \times 4 = 4$   
 $1 \times 5 = 5$   
 $1 \times 6 = 6$   
 $1 \times 7 = 7$   
 $1 \times 8 = 8$   
 $1 \times 9 = 9$   
 $1 \times 10 = 10$

$2 \times 1 = 2$   
 $2 \times 2 = 4$   
 $2 \times 3 = 6$   
 $2 \times 4 = 8$   
 $2 \times 5 = 10$   
 $2 \times 6 = 12$   
 $2 \times 7 = 14$   
 $2 \times 8 = 16$   
 $2 \times 9 = 18$   
 $2 \times 10 = 20$

$3 \times 1 = 3$   
 $3 \times 2 = 6$   
 $3 \times 3 = 9$   
 $3 \times 4 = 12$   
 $3 \times 5 = 15$   
 $3 \times 6 = 18$   
 $3 \times 7 = 21$   
 $3 \times 8 = 24$   
 $3 \times 9 = 27$   
 $3 \times 10 = 30$

$4 \times 1 = 4$   
 $4 \times 2 = 8$   
 $4 \times 3 = 12$   
 $4 \times 4 = 16$   
 $4 \times 5 = 20$   
 $4 \times 6 = 24$   
 $4 \times 7 = 28$   
 $4 \times 8 = 32$   
 $4 \times 9 = 36$   
 $4 \times 10 = 40$

$5 \times 1 = 5$   
 $5 \times 2 = 10$   
 $5 \times 3 = 15$   
 $5 \times 4 = 20$   
 $5 \times 5 = 25$   
 $5 \times 6 = 30$   
 $5 \times 7 = 35$   
 $5 \times 8 = 40$   
 $5 \times 9 = 45$   
 $5 \times 10 = 50$

$10 \times 1 = 10$   
 $10 \times 2 = 20$   
 $10 \times 3 = 30$   
 $10 \times 4 = 40$   
 $10 \times 5 = 50$   
 $10 \times 6 = 60$   
 $10 \times 7 = 70$   
 $10 \times 8 = 80$   
 $10 \times 9 = 90$   
 $10 \times 10 = 100$



## What's In

**Division** involves separating a number into equal parts or groups. Division is the opposite of multiplication. Multiplication tables help make division easier. By knowing multiplication facts, solving division problems will be easier and more efficient. It will also include problem solving with money, like figuring out how many things can be bought or how to divide money equally.

### Activity 2 - Sharing Money Equally

Today, we'll learn how to share money fairly! Imagine you have some money and need to divide it between your friends or family. Let's practice how to do by doing the activity.

**Directions:** Read and answer the problem. Write the letter of your answer in your answer sheet.

Mang Jose has ₱50.00. He wants to give them equally to his 5 children. How much will each child receive?

1. What is asked in the problem?
  - a. The number of children.
  - b. The money each child receives.
  - c. The money of Mang Jose.
  - d. The total number of children.

2. What are the given?
- a. ₱50.00 money of Mang Jose and 5 children
  - b. 5 children
  - c. ₱50.00
  - d. 10 children
3. What operation will be used?
- a. Addition
  - b. Subtraction
  - c. Division
  - d. Multiplication
4. What is the division number sentence?
- a.  $\text{₱}50.00 \div 5 = \underline{\hspace{2cm}}$
  - b.  $\text{₱}50.00 \times 5 = \underline{\hspace{2cm}}$
  - c.  $\text{₱}50.00 + 5 = \underline{\hspace{2cm}}$
  - d.  $\text{₱}50.00 - 5 = \underline{\hspace{2cm}}$
5. What is the answer to the problem?
- a. ₱5.00
  - b. ₱10.00
  - c. ₱15.00
  - d. ₱25.00



## What's New

From the previous lessons, you were taught how to divide whole numbers using multiplication tables. In this lesson, division will be used to solve problems by sharing or grouping items equally. The focus is on solving division problems with the help of the 2, 3, 4, 5, and 10 multiplication tables. Understanding how to use these tables will make division easier and faster. This section also includes problems that involve money, like finding out how many items can be bought or how to divide money fairly. By learning these skills, division will become a useful tool for solving everyday problems.

### Let's Explore!

Read and analyze the problem.



Chloe is a Grade 2 pupil of Victorina P. Dasmariñas Elementary School. She has ₱40.00 and wants to buy in their canteen. Each puto costs ₱10.00. How many puto can she buy?

The following are the steps to solve the problem.

### 1. Understand the problem.

- What is asked in the problem?  
The number of puto Chloe can buy.
- What are given?  
₱40.00 coins  
₱10.00 cost of each puto

### 2. Plan

- How can you solve the problem?

$10 \times 1 = 10$
$10 \times 2 = 20$
$10 \times 3 = 30$
$10 \times 4 = 40$
$10 \times 5 = 50$
$10 \times 6 = 60$
$10 \times 7 = 70$
$10 \times 8 = 80$
$10 \times 9 = 90$
$10 \times 10 = 100$

You can use the multiplication table of 10 by multiplying the number of groups (4) by 10 to get 40, and in division, divide ₱40.00 by ₱10.00 to find there are 4 groups.

### 3. Solve

Write down the multiplication and division sentences.

- Multiplication sentence:  $4 \times 10 = 40$
- Division sentence:  $\text{₱}40.00 \div \text{₱}10.00 = 4$

#### 4. Check

- Therefore, with the amount of ₱40.00, in buying puto at ₱10.00 each results in 4 puto.



### What is It

To solve division problems using the 2, 3, 4, 5 and 10 multiplication tables, including problems involving money the following are the steps:

#### 1. Understand

- What is being asked in the problem?
- What are given?

#### 2. Plan

- What operation can you use to solve the problem?
- What is the multiplication sentence?
- What is the division sentence?

#### 3. Solve

- How will you solve the problem?

#### 4. Check

- To check if the answer is correct, you can use the multiplication table.



## What's More

Awesome work! Now that you have learned how to solve money problems, it's your turn! Use the steps to solve the next problem.

### Guided Activity

**Directions:** Read the word problem and answer the given table. Write your answer in your answer sheet.



Rex owns a sari-sari store in Brgy. Ledesma, Tacurong City. He needs help managing his money when buying and selling goods. Let's solve the problems to help Rex.

Question	Answer
1. Rex has ₱60.00, and each mango costs ₱10.00. How many mangoes can he buy?	
2. Rex has ₱15.00, and each sampaloc candies costs ₱3.00. How many sampaloc candies can he buy?	
3. Rex has ₱100.00, and each egg sandwich costs ₱10.00. How many sandwiches can he buy?	
4. Rex has ₱50.00 he wants to share it with his 5 employees. How much money will each employee get?	
5. Rex needs to pay ₱36.00 for 4 packs of milo. How much does each pack of milo cost?	



## What I have learned

**Division** involves separating a number into equal parts or groups. It is the opposite of multiplication. Multiplication tables help make division easier.

The following are the steps in solving the word problem:

### 1. Understand

- What is being asked in the problem?
- What are given?

## 2. Plan

- What operation can you use to solve the problem?
- What is the multiplication sentence?
- What is the division sentence?

## 3. Solve

- How will you solve the problem?

## 4. Check

- To check if the answer is correct, you can use the multiplication tables.



## What I can do

Now that you've learned how to solve division problems using the 2, 3, 4, 5, and 10 multiplication tables with money, let's do another activity to improve your skills

**Directions:** Read and solve the given problem. Choose your answer inside the box. Write your answer in your answer sheet.

Ruvy has ₱100.00, and she wants to buy packs of milk for her brother. Each pack costs ₱10.00. How many packs of milk can she buy?

₱100.00 amount of money and ₱10.00 each milk

The packs of milk Ruvy can buy.

$$₱100.00 \div ₱10.00 = \underline{\hspace{2cm}}$$

$$10 \times 10 = 100$$

Division

10 packs of milk

$$10 \times 10 = \underline{\hspace{2cm}}$$

1. What is asked in the problem?
2. What are given?
3. What operation will be used?
4. What is the division sentence?  
What is the multiplication sentence?
5. What is the answer?





## Additional Activities

You've done an amazing job so far. Now, let's use what you've learned to solve division problems using the 2, 3, 4, 5, and 10 multiplication tables with money.

**Directions:** Analyze and solve the given problems. Write your answer in answer sheet.

1. Nanay Linda has ₱10.00 and wants to buy yema that cost ₱2.00 each. How many candies can she buy?  
\_\_\_\_\_
2. Wilma has ₱120.00 and she wants to share it with 3 friends. How much will each friend get? \_\_\_\_\_
3. Carlo has ₱200.00 and wants to buy buko pie that cost ₱5.00 each. How many buko pie can he buy? \_\_\_\_\_
4. Risa collected ₱140.00 from selling banana chips. If you divide it among her 4 friends, how much will each friend get? \_\_\_\_\_
5. Lolo Nestor has ₱60.00. He wants to give ₱10.00 to each of his grandchildren. How many grandchildren will receive money? \_\_\_\_\_

# Answer Key

What I Know	What's In	What's More	What's I can do
1. b	1. b	1. 6	1. The packs of milk Ruvy can buy.
2. a	2. a	2. 5	2. ₱100.00 amount of money and ₱10.00
3. c	3. c	3. 10	each packs of milk
4. b	4. a	4. ₱10.00	c. Division
5. b	5. b	5. ₱9.00	4. $\text{Php } 100.00 \div \text{Php } 10.00 = \underline{\quad}$
			10 X 10= 100
			5. 10 packs of milk coffee

Assessment	Additional Activities	
1. b	1. 5 candies	
2. a	2. ₱40.00	
3. c	3. 40 buko pie	
4. b	4. ₱35.00	
5. b	5. 6 grandchildren	

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## DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 3 Module 10** titled **"Solve Division Problem using the 2,3,4,5 and 10 Multiplication Tables including Problems involving Money"** 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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