Multiplication
WORKSHEETS
GRADE 2
Multiplication – equal groups

1. Draw and finish the number facts.

   a. Draw 3 cupcakes on each plate.

   How many cakes?
   [ ] groups of [ ] is [ ] cupcake(s) altogether.

   b. Draw 4 faces in each window.

   How many faces?
   [ ] groups of [ ] is [ ] face(s) altogether.

   c. Draw 2 cats on each mat.

   How many cats?
   [ ] groups of [ ] is [ ] cat(s) altogether.
Multiplication – equal groups

You will need: pencils

What to do:
These children are all turning 5 today.

a Draw the correct number of candles on the cakes.

b How many candles are there altogether?

What to do next:
How did you work it out? Explain your strategy.
Multiplication – groups and arrays

We can arrange objects into **groups** or into **rows**.

This is 2 groups of 4 apples. This is 2 rows of 4 apples.

There are 8 apples altogether. There are still 8 apples altogether.

1  How many are there?
   a  
   
   rows of ____ is _____
   b  
   
   groups of ____ is _____
   c  
   
   rows of ____ is _____
   d  
   
   groups of ____ is _____

2  Draw:
   a  2 groups of 3 flowers
   b  2 rows of 3 flowers

   How many flowers?  
   How many flowers?
Multiplication – meaning of × symbol

We know that …
+ means add or join – means subtract = means the same as

What does × mean? It means “of.”

\[ 2 \times 5 \]

We have 2 rows of 5

\[ \rightarrow \text{5 butterflies} \]

2 rows of 5 is 10 altogether. \[ 2 \times 5 = 10 \]

1 How many?

a

\[ \begin{array}{c}
\text{3 rows of} \\
\text{4 is} \\
\times \\
\end{array} \]

b

\[ \begin{array}{c}
\text{2 rows of} \\
is \\
\times \\
\end{array} \]

c

\[ \begin{array}{c}
\text{groups of} \\
is \\
\times \\
\end{array} \]

2 Draw 3 rows of faces. Put 3 faces in each row.

\[ \begin{array}{c}
\text{3 rows of} \\
is \\
\times \\
\end{array} \]
Multiplication – equal groups

When we count in groups, the groups must be **equal** or **the same**. How many carrots are there? Let’s look at these equal groups.

3 bunches of 3 is 9 altogether.

1. Are these groups equal? ✅ them if they are and ✗ if they are not.
   - a
   - b
   - c
   - d

2. How many are there?
   - a
     - 2 plates of is altogether.
   - b
     - baskets of is altogether.
   - c
     - rows of is altogether.
Multiplication – equal groups

1 Fill in the missing numbers to finish these facts.

\[
\begin{align*}
\text{a} & \\
2 \text{ groups of } 5 &= \square \\
\text{b} & \\
\square \text{ groups of } \square &= \square \\
\text{c} & \\
\square \text{ groups of } \square &= \square \\
\text{d} & \\
\square \text{ groups of } \square &= \square \\
\end{align*}
\]

2 Draw dots on the dice to match. Finish the number facts.

\[
\begin{align*}
\text{a} & \\
4 \text{ groups of } 3 &= \square \\
\text{b} & \\
3 \text{ groups of } 2 &= \square \\
\text{c} & \\
2 \text{ groups of } 5 &= \square \\
\text{d} & \\
4 \text{ groups of } 4 &= \square \\
\end{align*}
\]

3 Xiang had 5 candy bags. She put 4 lollipops in each bag. How many lollipops did she use? Draw or use counters to help you solve the problem. Show your solution.
**Multiplication – groups and arrays**

We can arrange objects into **groups** or into **rows and columns**.

This is **2** groups of **4** mangoes.  
There are **8** mangoes altogether.

This is **2** rows of **4** mangoes.  
There are **8** mangoes altogether.

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1. Look at the picture below. Help Tony work out the amounts of fruit and vegetables he has in stock.

   a. [Image of a group of objects]  
      **groups of** [ ] is [ ]

   b. [Image of a group of objects]  
      **groups of** [ ] is [ ]

   c. [Image of a group of objects]  
      **groups of** [ ] is [ ]

   d. [Image of a group of objects]  
      **rows of** [ ] is [ ]

   e. [Image of a group of objects]  
      **rows of** [ ] is [ ]

   f. [Image of a group of objects]  
      **rows of** [ ] is [ ]
Multiplication – groups and arrays

When we put objects into rows and columns like this we call it an **array**. Arrays can make it easier to find how many objects there are in a group. We can use skip counting to help.

2 rows of 5 is 10

1. How many dots are in the arrays?

   a. 
   
   rows of ___ is ___

   b. 
   
   rows of ___ is ___

   c. 
   
   row of ___ is ___

   d. 
   
   rows of ___ is ___

2. How many dots are there? 

   Did you count every dot or did you use a different strategy? Explain how you did it.
Multiplication – repeated addition

One way to describe multiplication is repeated addition. Look at this array. There are 3 rows. There are 5 dots in each row. We can think of this as:

\[5 + 5 + 5 = 15\]

1. How many dots are in the array?

   a
   \[
   \begin{array}{c}
   \text{rows of } \underline{} \text{ is } \underline{}
   \\
   + \underline{} = \underline{}
   \end{array}
   \]

   b
   \[
   \begin{array}{c}
   \text{rows of } \underline{} \text{ is } \underline{}
   \\
   + \underline{} = \underline{}
   \end{array}
   \]

   c
   \[
   \begin{array}{c}
   \text{rows of } \underline{} \text{ is } \underline{}
   \\
   + + + = \underline{}
   \end{array}
   \]

   d
   \[
   \begin{array}{c}
   \text{rows of } \underline{} \text{ is } \underline{}
   \\
   + + + + = \underline{}
   \end{array}
   \]

2. How many dogs are here? Record using repeated addition.