

MATHEMATICS - Grade 2
Quarter 2 - Module 5 Subtract Numbers Where Both Numbers are Less Than 100 with Regrouping
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 on Subtracting Numbers Where Both Numbers are Less Than 100 with Regrouping!

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 Subtract Numbers Where Both Numbers are Less Than 100 with Regrouping!

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 2 - Module 5

Subtract Numbers Where Both Numbers
are Less Than 100 with Regrouping



What I Need to Know

This module was designed and written with you in mind. The scope of this module allows it to be used in many different learning situations. 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.

The module contains lessons on:

Lesson 1 Subtraction of 2-digit by 1-digit on the Number Line and as an Inverse Addition

Lesson 2 Subtraction of Numbers where both Numbers are Less Than 100 with Regrouping

After going through this module, you are expected to:

1. Illustrate subtraction of 2-digit by 1 digit on the number line and as an inverse addition;
2. Subtract numbers where both numbers are less than 100 with regrouping:
 - a. 2-digit minus 1-digit numbers, and
 - b. 2-digit minus 2 -digit numbers

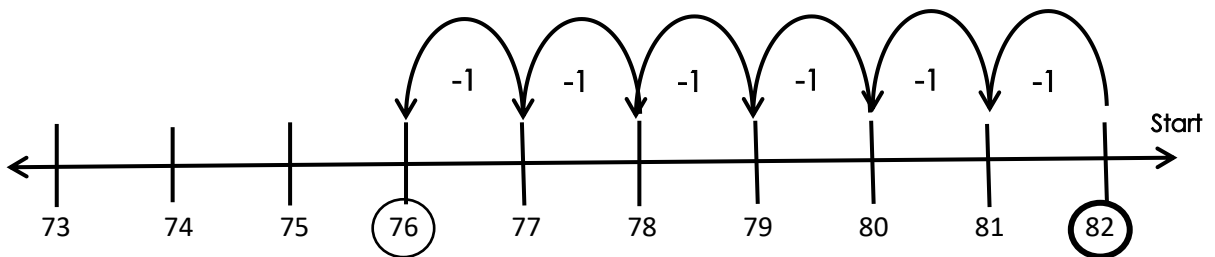
Enjoy your journey. Good luck!



What I Know

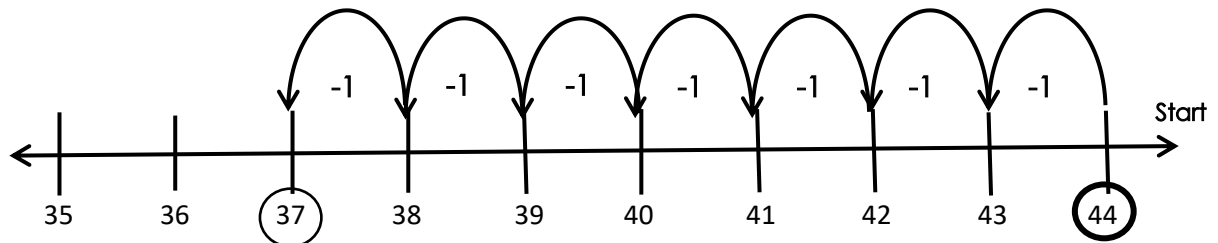
Direction: Subtract the following.

$$\begin{array}{r} 1. \quad 82 \\ - \quad 6 \\ \hline \end{array}$$



- a. 56
- b. 66
- c. 76
- d. 98

$$\begin{array}{r} 2. \quad 44 \\ - \quad 7 \\ \hline \end{array}$$



- a. 37
- b. 43
- c. 51
- d. 57

3.
$$\begin{array}{r} 76 \\ - 19 \\ \hline \end{array}$$

- a. 71
- b. 67
- c. 57
- d. 47

4.
$$\begin{array}{r} 54 \\ - 28 \\ \hline \end{array}$$

- a. 23
- b. 25
- c. 26
- d. 82

5.
$$\begin{array}{r} 63 \\ - 36 \\ \hline \end{array}$$

- a. 30
- b. 29
- c. 28
- d. 27

Lesson 1 - Subtraction of 2-digit by 1-digit on the Number Line and as an Inverse Addition



What's In

Let us review the concept of solving problems involving length and distance that you have learned in the previous lessons by answering the following questions.

1. Aling Lyn bought 39 meters of cloth. She sold 7 meters. How many meters of cloth were left?
 - a. 31
 - b. 32
 - c. 33
 - d. 34
2. Sid bought 90 centimeters of cotton cloth and 12 centimeters of silk cloth. How many centimeters of cloth did he buy in all?
 - a. 100
 - b. 101
 - c. 102
 - d. 103

3. Ann's rectangle is 14 centimeters long. Jay's rectangle is 10 centimeters long. What is the difference in length between the two rectangles?
- a. 2
 - b. 3
 - c. 4
 - d. 5
4. A family car trip took 2 hours. If they traveled 80 kilometers each hour, how far did they travel?
- a. 160 km
 - b. 82 km
 - c. 78 km
 - d. 76 km
5. If a person walks at a speed of 5 km/h for 2 hours, how far does the person walk?
- a. 7 km
 - b. 8 km
 - c. 9 km
 - d. 10 km

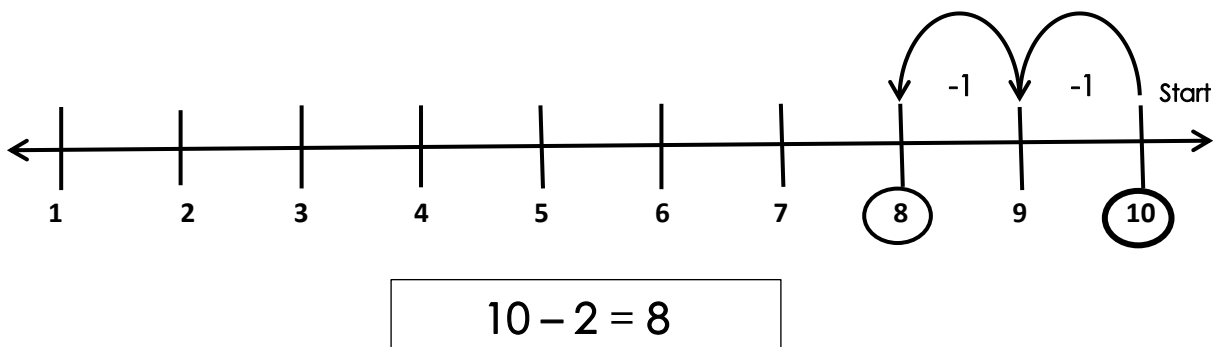


What's New

In the previous lesson, you performed addition of 2-digit by 1-digit numbers as “counting up” on the number line. In subtracting 2-digit by 1-digit numbers, we can also use the number line.

In the situation of subtraction, to subtract a number, we move towards the left-hand side of the number line.

For *example*, $10 - 2 = 8$. This can be shown by starting with 10 and moving towards the left by 2 units to land on 8, which shows that $10 - 2 = 8$.





What is It

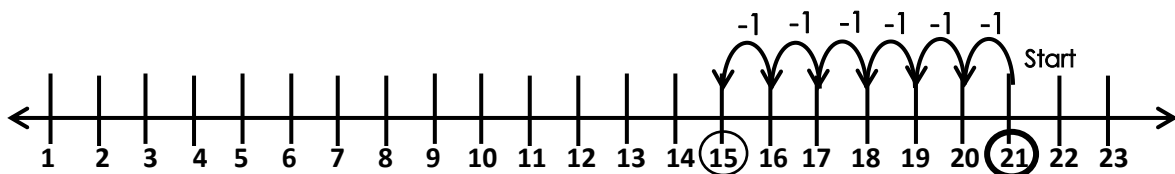
Subtraction on Number Line

Example 1: Subtract 6 from 21

According to the subtraction formula, Difference = Minuend - Subtrahend. Thus, $21 - 6 = 15$. Now, let us perform the subtraction using a number line shown below.

Let us go through the steps to perform subtraction using the number line.

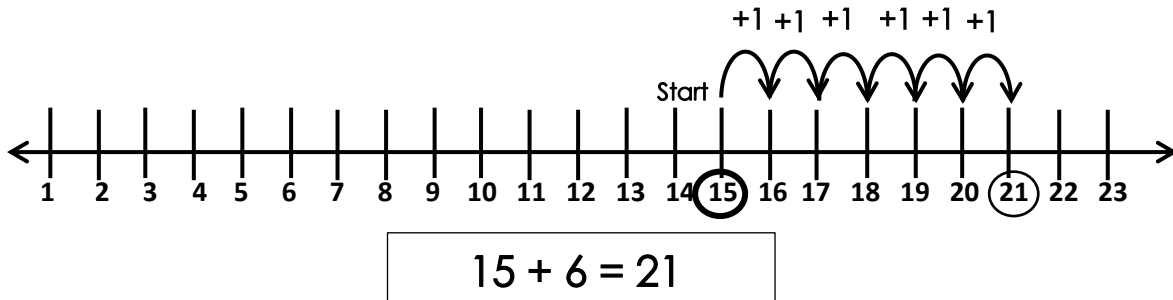
- **Step 1:** Mark the minuend (21) on the number line.
- **Step 2:** Move towards the left-hand side of the number line according to the number given in the subtrahend. In this case, the subtrahend is 6, so we will move 6 units to the left as shown by the arrows. Hence, we land on 15, which is the answer.



$$21 - 6 = 15$$

Subtraction is the inverse of addition and vice versa. You can use addition to check your subtraction answer in *example 1*, $21 - 6 = 15$.

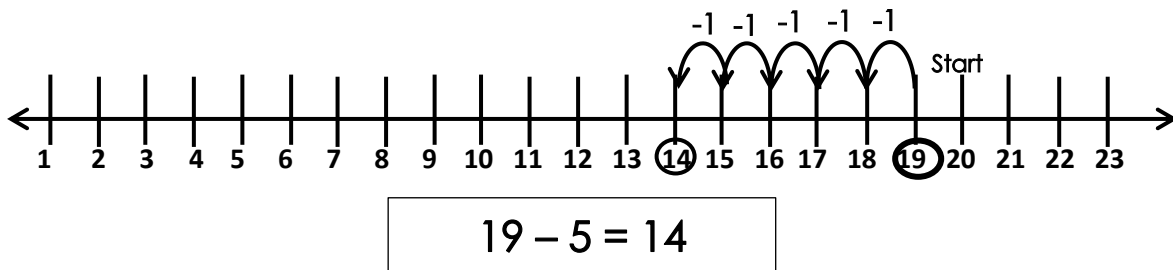
- To check, do the inverse addition by adding the **difference** and the **subtrahend**, $15 + 6 = 21$. Illustrating it using the number line;



Example 2: Perform the subtraction on number line for the given numbers: $19 - 5$

Solution:

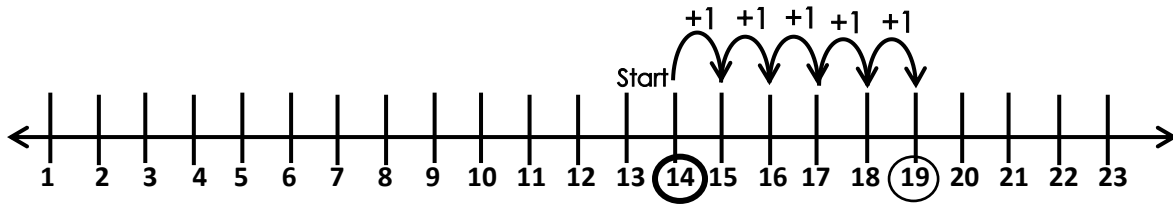
Let us find the difference of **19** and **5** by performing subtraction on the number line.



We start by marking **19** on the number line. Then, we move towards the left by **5** units and we reach **14**.

Thus, we get the result, $19 - 5 = 14$

- To check our answer, do the inverse addition by adding the **difference** and the **subtrahend**, $14 + 5 = 19$. Illustrating it using the number line;



$$14 + 5 = 19$$



What's More

Let us try!

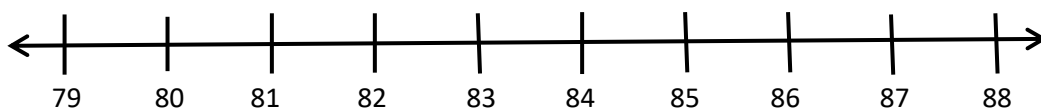
Directions: Find the difference using the number line.

$$\begin{array}{r} 1. \quad 53 \\ - 7 \\ \hline \square \end{array}$$



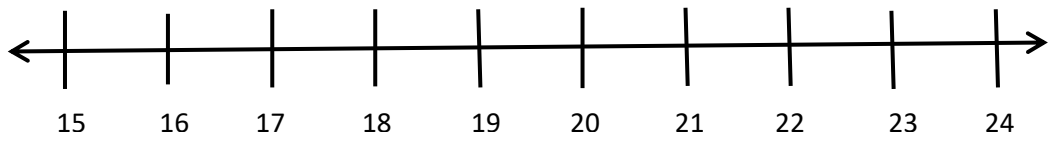
$$53 - 7 = \underline{\quad}$$

$$\begin{array}{r} 2. \quad 88 \\ - 9 \\ \hline \square \end{array}$$



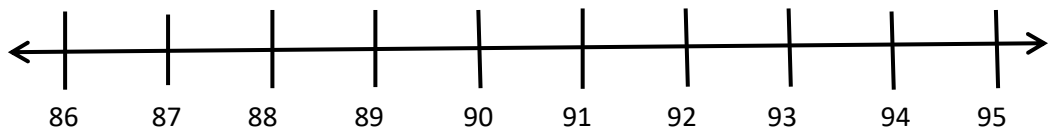
$$88 - 9 = \underline{\quad}$$

3.
$$\begin{array}{r} 24 \\ - 6 \\ \hline \square \end{array}$$



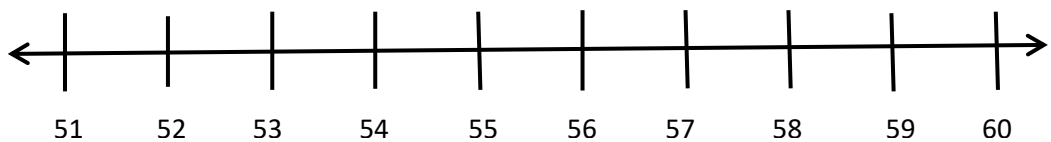
$$24 - 6 = \underline{\quad}$$

4.
$$\begin{array}{r} 95 \\ - 8 \\ \hline \square \end{array}$$



$$95 - 8 = \underline{\quad}$$

5.
$$\begin{array}{r} 60 \\ - 5 \\ \hline \square \end{array}$$



$$60 - 5 = \underline{\quad}$$



What I have learned

Alright! Did you learn something about the lesson? Hoping that you have learned a lot from the start of the module. So, let us try wrapping up what you learned by completing the paragraph. Choose the answer in the box below.

minuend	subtrahend	move
left-hand	subtraction	

_____ (1) _____ on a number line helps to subtract smaller numbers very easily. In subtracting numbers on a number line, we need to _____ (2) _____ towards the _____ (3) _____ side of a number line. We always start with the _____ (4) _____ and move towards the left according to the number given as the _____ (5) _____. 'Minuend' is the number from which we subtract and 'subtrahend' is the number which is subtracted.

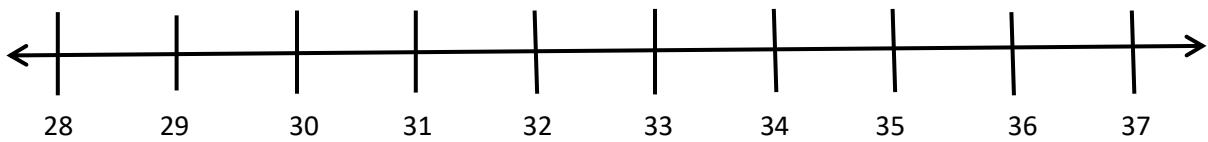


What I can do

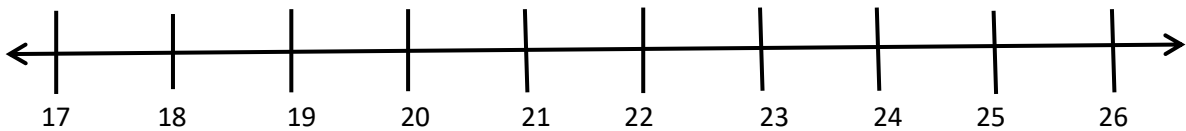
Let us check what you have learned.

Directions: Indicate the jumps on each number line and complete the subtraction sentences.

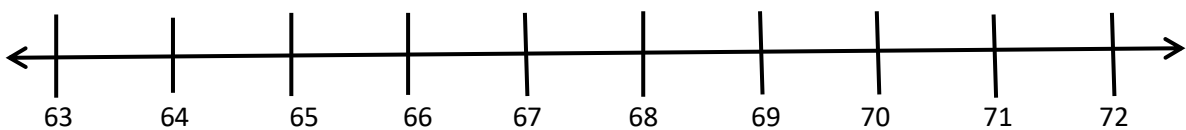
1. $37 - 8 =$ _____



2. $26 - 5 =$ _____



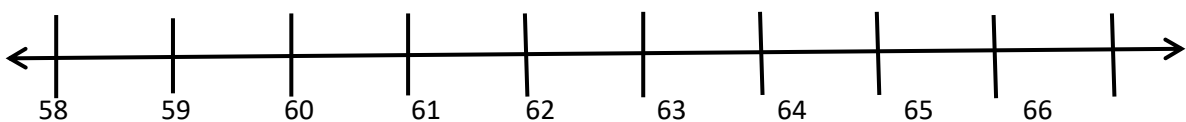
3. $72 - 4 =$ _____



4. $44 - 8 =$ _____



5. $67 - 6 =$ _____



Lesson 2 - Subtraction of Numbers where both Numbers are Less Than 100 with Regrouping



What's In

Let us review the concept of problems involving addition including money that you have learned in the previous lessons by answering the following questions.

1. A bakery made 45 chocolate cupcakes and 53 vanilla cupcakes. How many cupcakes did the bakery make in total?
 - a. 68
 - b. 78
 - c. 88
 - d. 98
2. Christine bought 1 pad of paper at ₱19.00 and a piece of pencil at ₱8.00. How much did she spend in all?
 - a. ₱25.00
 - b. ₱26.00
 - c. ₱27.00
 - d. ₱28.00

3. Find the value of 79 added to 63.
- a. 141
 - b. 142
 - c. 241
 - d. 242
4. Francis combined his 50 toy cards with his friend Mark who has 70 toy cards. How many toy cards do the two boys have?
- a. 220
 - b. 210
 - c. 120
 - d. 80
5. Mother bought fruits at ₱ 98.00 and vegetables at ₱ 26.00. How much money did Mother spend in all?
- a. ₱123.00
 - b. ₱124.00
 - c. ₱134.00
 - d. ₱132.00



What's New

In the previous lesson, you performed addition operations through expanded form. In subtracting numbers, we can also apply the expanded form method.

Directions: Use the expanded method to subtract the given numbers.

$$\begin{array}{r} 1.) \quad 92 \\ - 31 \\ \hline \square \end{array} \quad \begin{array}{r} \rightarrow \\ 90 + 2 \\ - 30 + 1 \\ \hline \square \\ \leftarrow \end{array}$$

$$\begin{array}{r} 2.) \quad 58 \\ - 25 \\ \hline \square \end{array} \quad \begin{array}{r} \rightarrow \\ 50 + 8 \\ - 20 + 5 \\ \hline \square \\ \leftarrow \end{array}$$

$$\begin{array}{r} 3.) \quad 79 \\ - 36 \\ \hline \square \end{array} \quad \begin{array}{r} \rightarrow \\ 70 + 9 \\ - 30 + 6 \\ \hline \square \\ \leftarrow \end{array}$$

$$\begin{array}{r} 4.) \quad 65 \\ - 4 \\ \hline \square \end{array} \quad \begin{array}{r} \rightarrow \\ 60 + 5 \\ - \quad + 4 \\ \hline \square \\ \leftarrow \end{array}$$

$$\begin{array}{r} 5.) \quad 47 \\ - 32 \\ \hline \square \end{array} \quad \begin{array}{r} \rightarrow \\ 40 + 7 \\ 30 + 2 \\ \hline \square \\ \leftarrow \end{array}$$

When subtracting numbers involving large digits, the expanded method is said to be the long method.

As you go along the lesson of this module you will be able to learn the basic method of subtracting numbers.



What is It

We will show a situation where the digits of the subtrahend are greater than their corresponding digits in the minuend. Situation like this will undergo **subtracting numbers with regrouping**.

A. 2-digit minus 1-digit numbers

- To subtract a two-digit number by a one-digit number with regrouping, follow these *steps*:
 1. Write down the two-digit number on top.
 2. Write down the one-digit number below it, aligning the digits in the ones and tens places.
 3. Begin by subtracting the ones place digits.
 4. If the top digit is smaller than the bottom digit in the ones place, regroup by borrowing 1 ten from the tens place of the two-digit number.
 5. Add 10 to the top digit in the ones place and reduce the tens place digit by 1 ten.

6. Subtract the bottom digit from the adjusted top digit in the ones place.
7. Subtract the digit in the tens place of the two-digit number from the digit in the Tens Place of the one-digit number.
8. Write down the result as the answer.

Example 1, let us subtract 37 by 9

Tens Place	Ones Place		
2	17		
3	7		
-	9		
<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 5px 15px;">2</td> <td style="padding: 5px 15px;">8</td> </tr> </table>		2	8
2	8		

1. **Start with the place:** 7 - 9. Since 7 is smaller than 9, we regroup.
2. **Regroup:** Borrow 1 ten from the tens place, making it 2 in the tens place and 17 in the ones place.
3. Subtract the ones: $17 - 9 = 8$.
4. Subtract the tens: $2 - 0 = 2$.

Therefore, $36 - 8$ equals **28**.

Example 2, 92 minus 6

Tens Place	Ones Place
8	12
9	2
-	6
<hr/>	
8	6

1. **Start with the place:** $2 - 6$. Since 2 is smaller than 6, we regroup.
2. **Regroup:** Borrow 1 ten from the tens place, making it 8 in the tens place and 12 in the ones place.
3. Subtract the ones: $12 - 6 = 6$.
4. Subtract the tens: $8 - 0 = 8$.

Therefore, $92 - 6$ equals **86**.

B. 2-digit minus 2-digit numbers

Let us break down the steps of subtracting two-digit numbers with regrouping (borrowing):

1. **Set up the problem:** Write the larger two-digit number on top and the smaller one below, aligning the digits in the ones and tens place.
2. **Start with the ones place:** Look at the ones column. If the top digit is smaller than the bottom digit, we need to regroup.

3. **Regroup (Borrow):** Take one ten from the tens place of the top number and add it to the ones place. Remember, one ten is equal to ten ones.
 - Increase the top digit in the ones place by 10.
 - Decrease the top digit in the tens place by 1.
4. **Subtract the ones:** Now that the top digit in the ones place is larger, subtract the bottom digit from it. Write the difference below the line.
5. **Subtract the tens:** Move to the tens column. Subtract the bottom digit from the adjusted top digit. Write the difference below the line.

Example 1: Let us subtract **38** from **54**

Tens Place	Ones Place
5	4
- 3	8

1. **Start with the ones place:** 4 is smaller than 8. We need to regroup.
2. **Regroup:** Borrow one ten from the tens place of 54. This makes the tens place 4 and the ones place 14.

Tens Place	Ones Place
4	14
5	4
- 3	8

8	6

3. **Subtract the ones:** $14 - 8 = 6$. Write down 6 in the ones place of the answer.

4. **Subtract the tens:** $4 - 3 = 1$. Write down 1 in the tens place of the answer.

Therefore, $54 - 38 = 16$.

Example 2. Take away 14 from 71:

Tens Place	Ones Place
7	1
- 1	4
<hr/>	

1. **Start with the ones place:** 1 is smaller than 4. We need to regroup.
2. **Regroup:** Borrow one ten from the tens place of 71. This makes the tens place 6 and the ones place 11.

Tens Place	Ones Place
7	1
6	11
- 1	4
<hr/>	
5	7

3. **Subtract the ones:** $11 - 4 = 7$. Write down 7 in the ones place of the answer.
4. **Subtract the tens:** $6 - 1 = 5$. Write down 5 in the tens place of the answer.

Therefore, $71 - 14 = 57$.

In summary, **when subtracting numbers**, follow these simple steps:

- **Step 1.** Align the digits properly by writing all the ones and tens in their respective columns.
- **Step 2.** Start subtracting from the rightmost place to the leftmost place.
- **Step 3.** Regroup whenever the digit in the subtrahend is greater than the digit in the minuend.



What's More

Let us try!

Directions: Subtract the following.

$$\begin{array}{r} 1. \quad 23 \\ - \quad 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4. \quad 71 \\ - \quad 34 \\ \hline \square \end{array}$$

$$\begin{array}{r} 2. \quad 75 \\ - \quad 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5. \quad 65 \\ - \quad 29 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3. \quad 82 \\ - \quad 45 \\ \hline \square \end{array}$$



What I have learned

When subtracting numbers where both numbers are less than 100 with regrouping, be sure to align all the ones and tens properly so that it will be easy to subtract.

1. The bigger or the larger number must be your minuend and be sure to write it on top or it must be written first.
2. The smaller or the lesser number must be written next or at the bottom of the larger number as the subtrahend.
3. Do not forget to regroup the ones and tens whenever the digit in your subtrahend is larger than its corresponding digit in the minuend.
4. Look back.

You need to check if your answer is correct. Add the difference and the subtrahend to be sure that your answer is correct. When the sum is congruent with your minuend, therefore your difference is right.



What I can do

Make sure you read each question carefully before you start solving it.

Directions: Find what number is being asked.

1. What is 85 less than 9? _____
2. Take away 5 from 74. _____
3. What is the difference between 53 and 36? _____
4. What number is 17 less than 75? _____
5. Subtract 19 from 45. _____



Assessment

Directions: Fill in the box with the correct answer. Check your answer by adding your difference and the subtrahend. Do this on your paper.

$$\begin{array}{r} 1. \quad 34 \\ - \quad 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 4. \quad 45 \\ - \quad 16 \\ \hline \square \end{array}$$

$$\begin{array}{r} 2. \quad 64 \\ - \quad 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5. \quad 86 \\ - \quad 27 \\ \hline \square \end{array}$$

$$\begin{array}{r} 3. \quad 71 \\ - \quad 34 \\ \hline \square \end{array}$$



Additional Activities

Table of fruits harvested on a farm.

Fruits	Variety	Number of Fruits	Total Number of Fruits
Mango	Apple Mango	61	144
	Carabao Mango		
Banana	Lakatan	83	
	Latundan		

Directions: Use the table to answer the questions below.

1. How many Apple Mangos are there if there are 23 Carabao Mangos? _____
2. If there are 45 Lakatan bananas, how many Latundan bananas are there? _____
3. How many fruits were left when 18 Carabao Mangos were sold? _____
4. After selling 25 Lakatan bananas, how many fruits were left? _____
5. How many fruits were left when 21 Apple Mango and 15 Latundan bananas were sold? _____

Answer Key

Lesson 1	
<i>What I Know</i>	1. c 2. a 3. c 4. c 5. d
<i>What's In</i>	1. b 2. c 3. c 4. a 5. d
<i>What's More</i>	1. 46 2. 79 3. 18 4. 87 5. 55
<i>What I Have Learned</i>	1. subtraction 2. jump (move) 3. left-hand 4. minuend 5. subtrahend
<i>What I Can Do</i>	1. 29 2. 21 3. 68 4. 36 5. 61

Lesson 2	
<i>What's In</i>	1. d 2. c 3. b 4. c 5. b
<i>What's New</i>	1. $61 = 60 + 1$ 2. $33 = 30 + 3$ 3. $43 = 40 + 3$ 4. $61 = 60 + 1$ 5. $15 = 10 + 5$
<i>What's More</i>	1. 17 2. 66 3. 37 4. 37 5. 36
<i>What I Can do</i>	1. 76 2. 69 3. 17 4. 58 5. 26
<i>Assessment</i>	1. 27 2. 69 3. 17 4. 58 5. 26
<i>Additional Activities</i>	1. 38 2. 38 3. 126 4. 119 5. 108

References

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DISCLAIMER

This Self-learning Module (SLM) in **MATHEMATICS 2 Quarter 2 Module 5** titled **“Subtract Numbers Where Both Numbers are Less Than 100 with Regrouping”** 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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