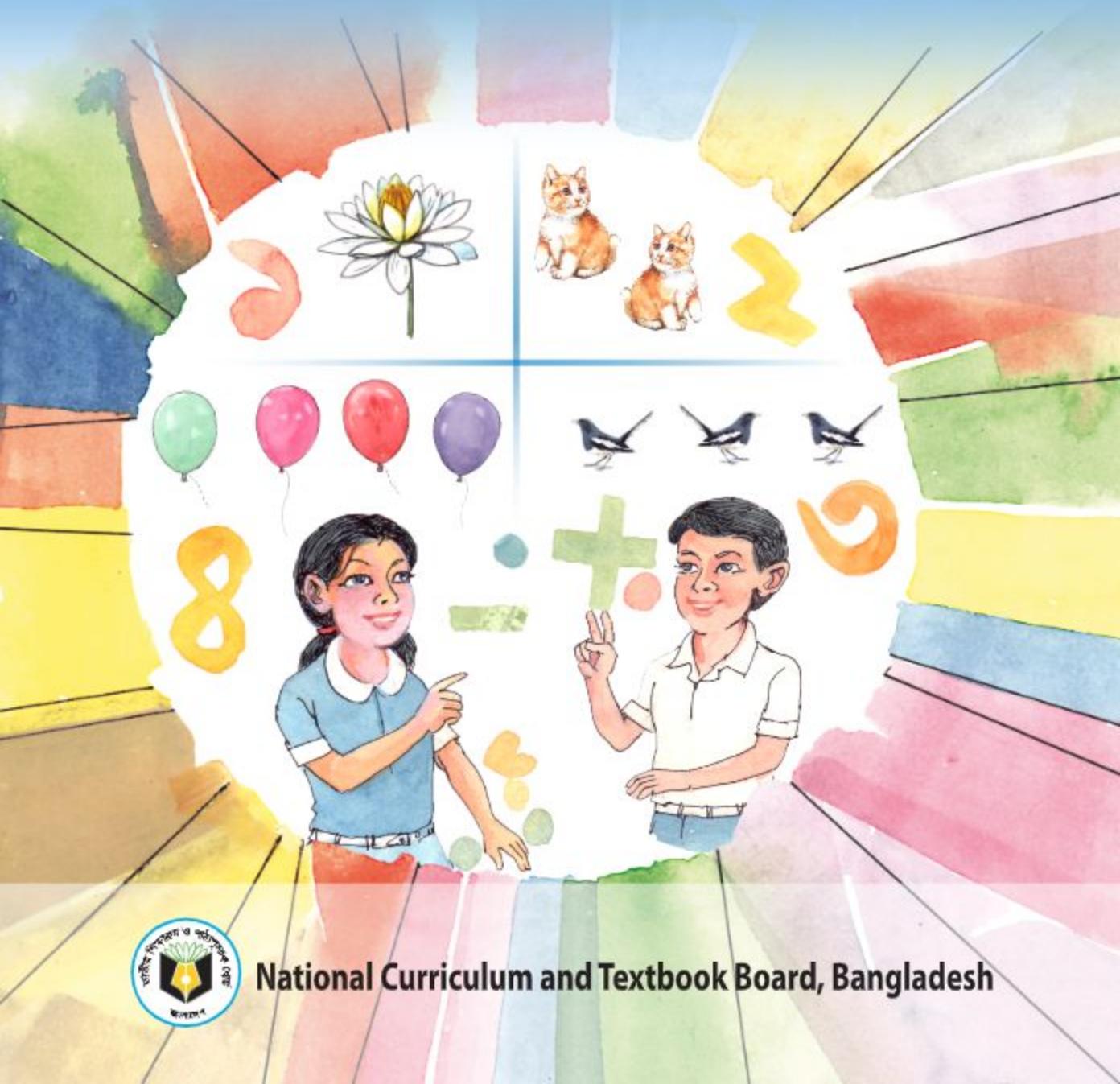


Elementary Mathematics

Class One



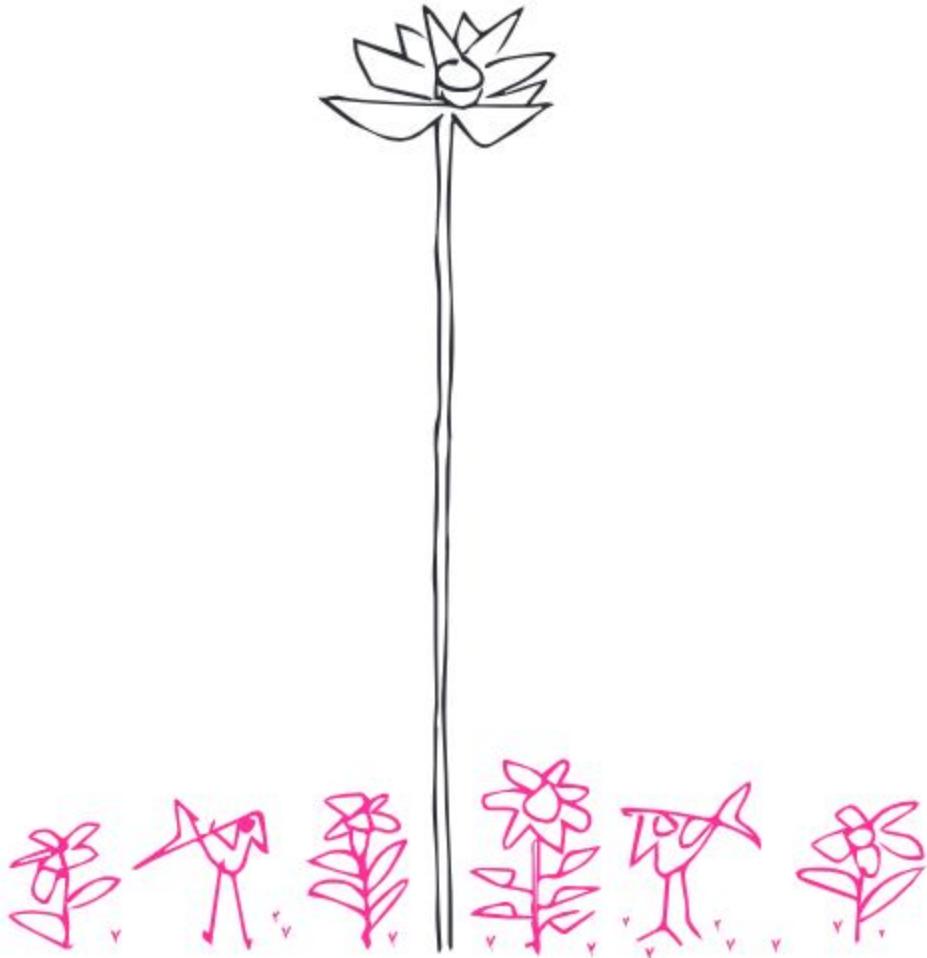
National Curriculum and Textbook Board, Bangladesh



Prescribed by the National Curriculum and Textbook Board
as a textbook for class one from the academic year 2023

Elementary Mathematics

CLASS ONE



National Curriculum and Textbook Board, Bangladesh



Published by

National Curriculum and Textbook Board

69-70, Motijheel Commercial Area, Dhaka 1000

[All rights reserved by the publisher]

First Edition Writers and Editors

Saleh Matin

Hamida Banu Begum

A M A Ahsan Ullah

Md. Mazaharul Islam Khan

Md. Selim

Md. Kamruzzaman

Mohammad Mafizur Rahman

Art Editor

Hashem Khan

Illustration

Md. Robiul Islam

Zakir Hossain Fakir

First Print : October 2022

Revised Edition : October 2024

Design

National Curriculum and Textbook Board, Bangladesh

For free distribution under PEDP-4 of Ministry of Primary and Mass Education by the Government of the People's Republic of Bangladesh.

Printed by:

Preface

Primary level constructs the foundation of education. A set of well-defined targets and properly planned primary education provide strengths to the entire education system. Keeping this in mind, the primary level has been given supreme importance in the Education Policy 2010. Increasing the span and inclusiveness of the primary level, as the developed countries of the world, have been emphasised. Special attention has been given to ensure that no child's access to education is hindered by social and economic status, religion, ethnicity, or gender identity.

The National Curriculum and Textbook Board (NCTB) has implemented an integrated curriculum to update primary education. While this curriculum trails the pedagogy and the curriculum of developed countries, it also adopts traditional teaching-learning values of Bangladesh at the same time. This has enabled the education to be more life-oriented and productive. In the context of globalisation, the mental health of the children has also been specially considered in this curriculum.

Textbook is the most important component of curriculum implementation. NCTB has always borne that in mind while designing textbooks for all levels and classes including primary level. Curriculum goals and objectives have been prioritised in the writing and editing of each book. A keen eye has been kept on the diverse curiosity and capacity of the child's mind. Special importance has been given in designing the curriculum and the textbooks to make teaching-learning interactive and enjoyable. It is hoped that each book will help in the balanced psycho-physical development of children through educational activities. It will support in acquiring the required skills, adaptability, patriotism and moral values at the same time.

Elementary mathematics is a compulsory subject. Explanation, examples and pictures are used to present the content in an easy and simple way for the children. The "Let us do" activities have been incorporated along with examples to create interest among learners and make learning easier. Moreover, the contents of the textbook have been rearranged following the order of easy to hard. There is enough scope for practice in this textbook.

Special thanks to the specialists and teachers who worked intensively in writing, editing and revising the textbook. Thanks to those also who have made the textbook attractive to children through its design and illustration. This textbook has been revised to address the need in the changed context of 2024. Due to time constraints, some errors may still exist. Any constructive advice and guidance from the audience will be considered with due importance.

At the end, I wish every success of the learners for whom the book has been produced.

October 2024

Professor Dr. A K M Reazul Hassan

Chairman

National Curriculum & Textbook Board, Bangladesh



Explanation of symbol for characters

1. Characters: In the textbook two young learners Tuli and Rafi are making conversation with each other. Through their discussion and opinion the concept of Mathematics has been made clear.



Tuli

Rafi



Presenter: facilitator of the lessons



Teacher



Teacher

2. In the lessons, a few symbols are used to show the steps.



Key question: by this question the theme of the chapter has been revealed.



Activity: with the help of the teacher learners will discuss and logically think to solve any problem.



Exercise: learners will solve the problem. The progress of learning can be sorted out.



Contents

Chapter	Topics	Page
1	Comparison	1
2	Counting	5
3	Numbers (1 to 10)	9
4	Concept of Addition	29
5	Concept of Subtraction	43
6	Numbers (11 to 20)	54
7	Addition (11 to 20)	58
8	Subtraction (11 to 20)	66
9	Numbers (21 to 40)	69
10	Place Value	74
11	Let us do	79
12	Geometry	82
13	Pattern	86
14	Numbers (41 to 100)	92
15	Addition	97
16	Subtraction	101
17	Bangladeshi Currency	105
18	Let us do	109





Comparison

More or less

Compare the pictures and say more or less



less



more



more



less



Put tick (\checkmark) mark for the less



Put tick (\checkmark) mark for the more



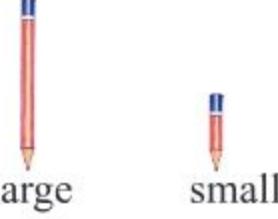
Put tick (\checkmark) mark for the less



Put tick (\checkmark) mark for the more



Small and large

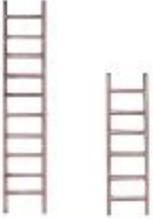
	
Put tick (<input type="checkbox"/>) mark for the small	Put tick (<input type="checkbox"/>) mark for the large





Short and tall

	
Put tick (<input type="checkbox"/>) mark for the short	Put tick (<input type="checkbox"/>) mark for the tall



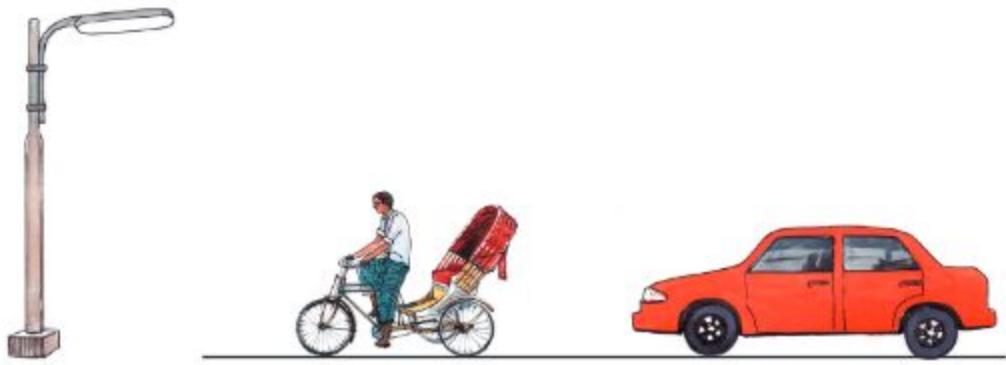


Far and near



← near
← far

Put tick (✓) mark for the object near to the light post and circle (○) the object far from it.



Heavy and light



light



heavy



light



heavy

Put tick (✓) mark for the light object

Remember the words
to compare objects

less

more



large

small



short



tall



near

far



light



heavy

Let us compare objects around us
using the words given above

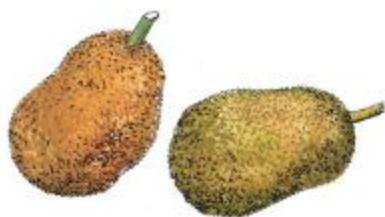


Counting

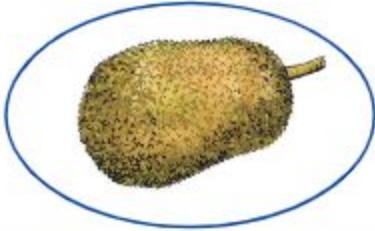
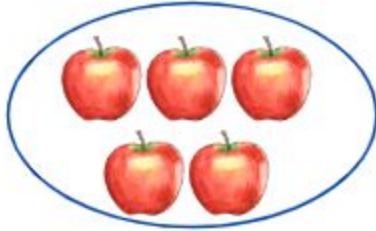
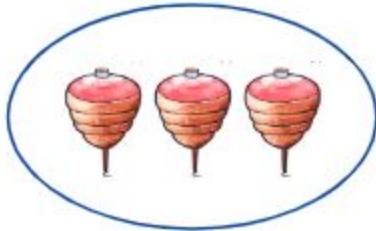
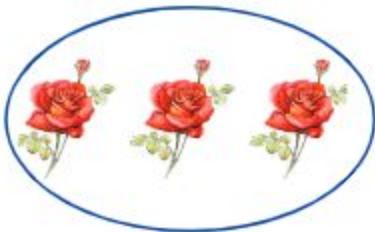
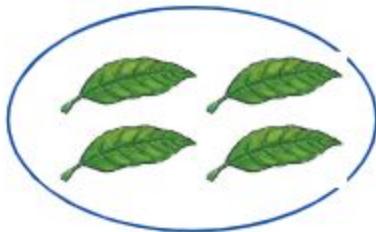
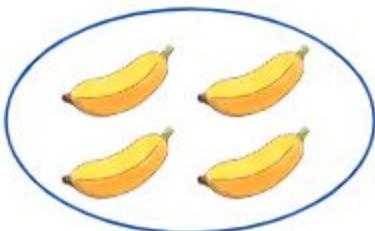
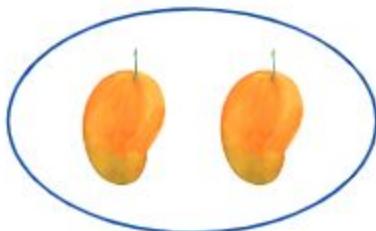
Counting

Counting objects

Let us count



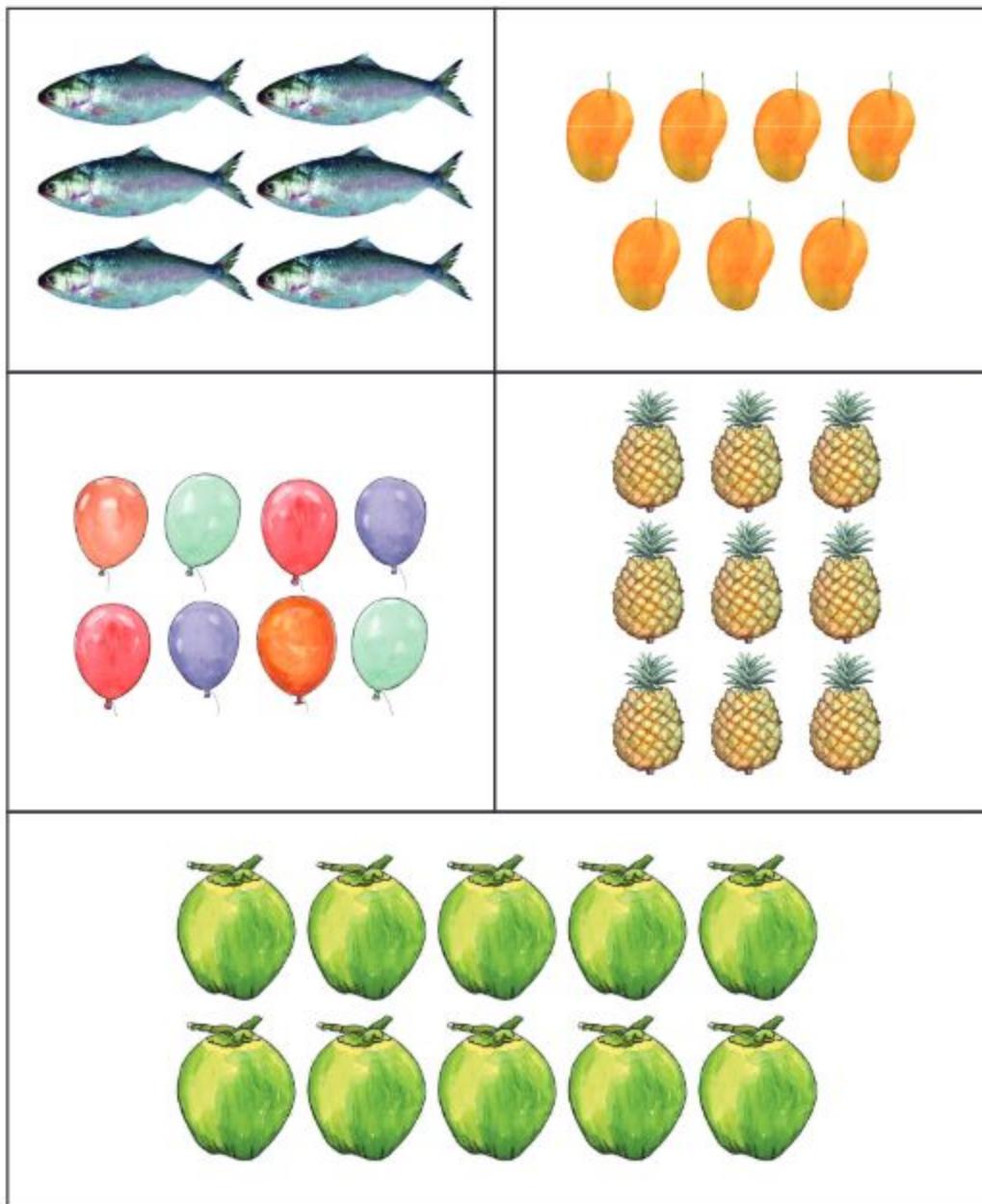
Let us match equal number of pictures (one shown for you)





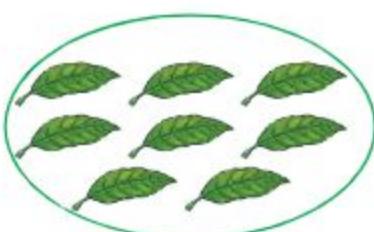
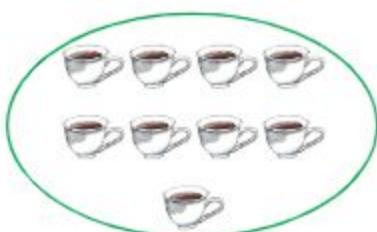
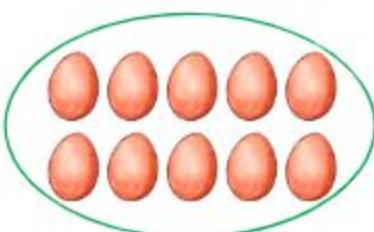
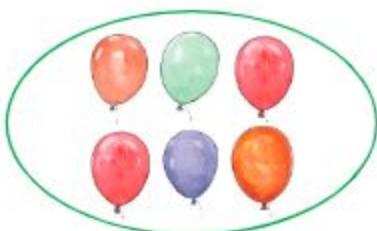
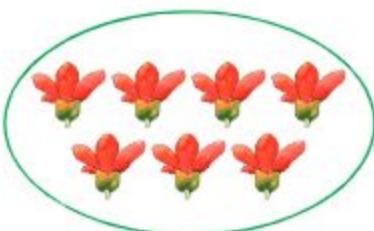
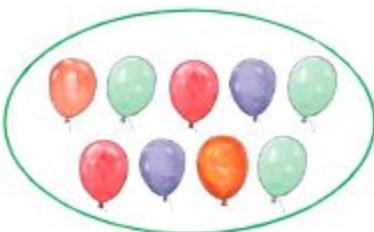
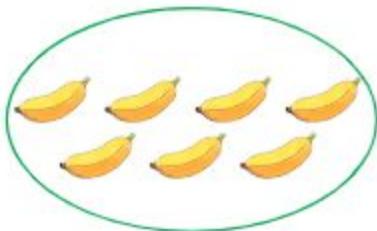
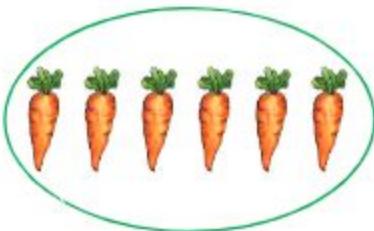
Counting

Let us count



Count different objects around you and say the number

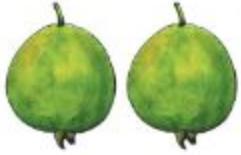
Let us match the equal number of pictures by drawing lines



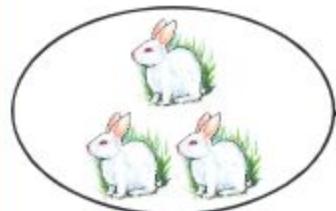


Numbers (1 to 10)

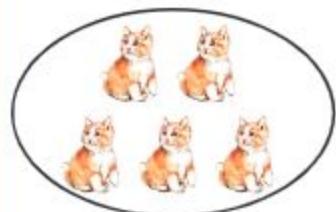
Count and read (1, 2, 3, 4, 5)

Count the picture		Read the number
	<input type="text"/>	1 one
	<input type="text"/> <input type="text"/>	2 two
	<input type="text"/> <input type="text"/> <input type="text"/>	3 three
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	4 four
	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	5 five

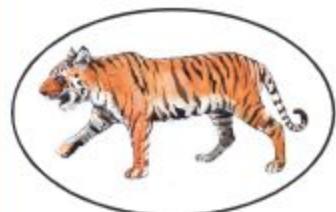
Count and match the numbers with the pictures
(one is shown)



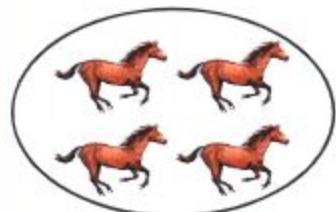
1



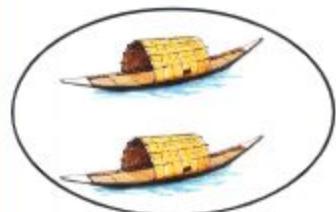
3



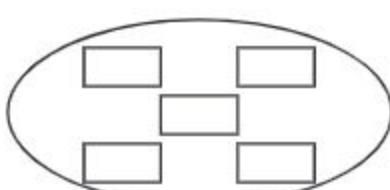
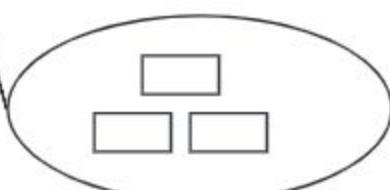
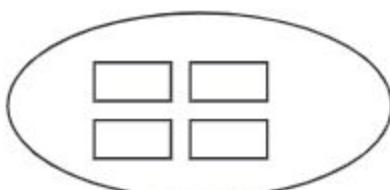
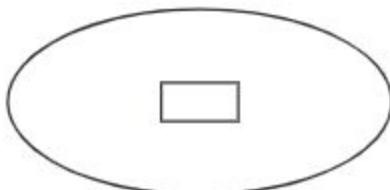
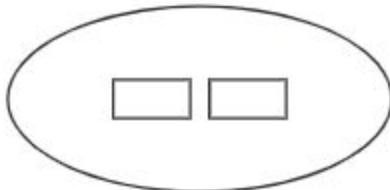
2



5



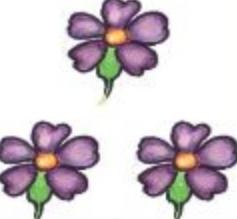
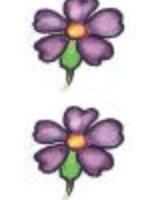
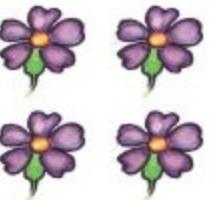
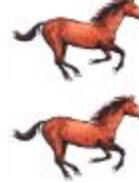
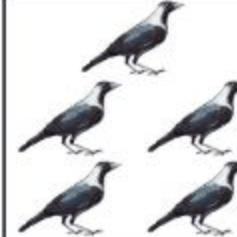
4





Numbers (1 to 10)

Underline the pictures that match the number
(one is shown)

2			
1			
4			
3			
5			



Count the pictures and circle the numbers



2 4 1 ③ 5



2 4 1 3 5



2 4 1 3 5



2 4 1 3 5



2 4 1 3 5



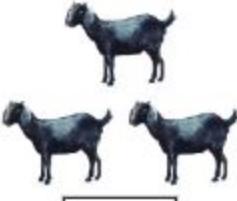
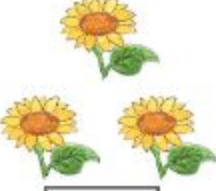
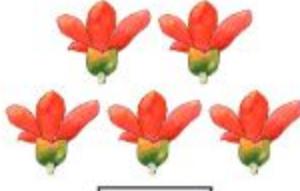
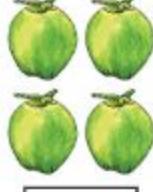
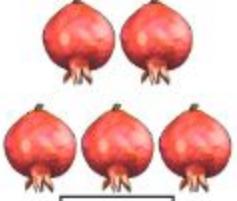
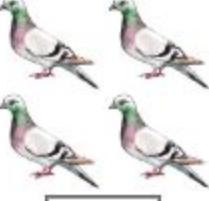
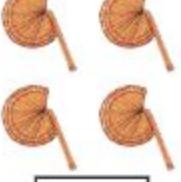
Numbers (1 to 10)

Count, colour, read and write

Let us count	Let us colour equal number of circles	Let us read	Let us write										
	<table border="1"><tr><td>●</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr></table>	●	○	○	○	○	○	○	○	○	○	1	1 1
●	○	○	○	○									
○	○	○	○	○									
	<table border="1"><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr></table>	○	○	○	○	○	○	○	○	○	○	2	2 2
○	○	○	○	○									
○	○	○	○	○									
	<table border="1"><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr></table>	○	○	○	○	○	○	○	○	○	○	3	3 3
○	○	○	○	○									
○	○	○	○	○									
	<table border="1"><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr></table>	○	○	○	○	○	○	○	○	○	○	4	4 4
○	○	○	○	○									
○	○	○	○	○									
	<table border="1"><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr><tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr></table>	○	○	○	○	○	○	○	○	○	○	5	5 5
○	○	○	○	○									
○	○	○	○	○									



Count the pictures and write the number in the blank boxes (one is shown)

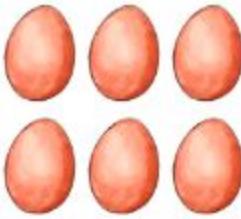
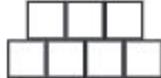
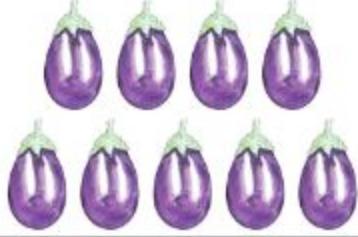
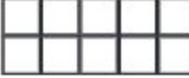
 1		
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>



Numbers (1 to 10)

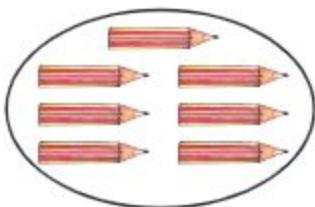
Count and read

(6, 7, 8, 9, 10)

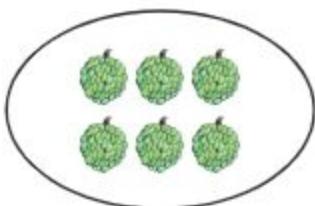
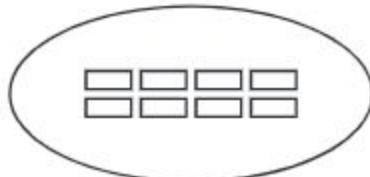
Let us count the pictures		Let us read the number
		6 six
		7 seven
		8 eight
		9 nine
		10 ten



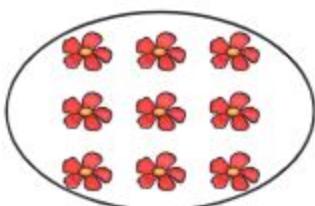
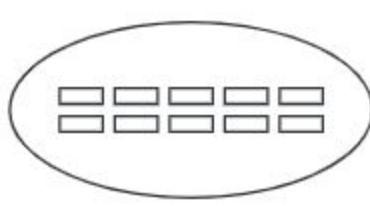
Count the pictures and match the numbers



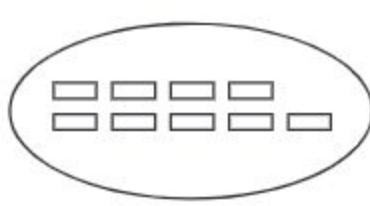
6



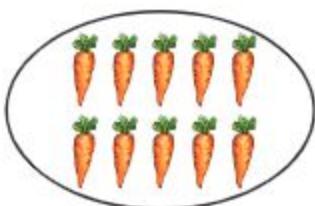
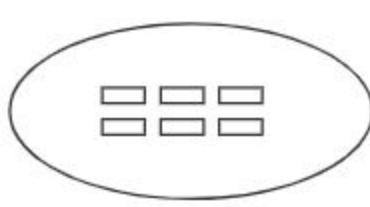
8



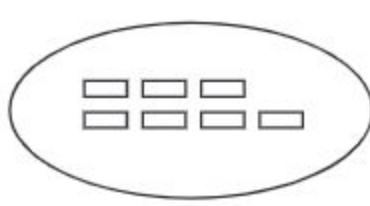
7



10



9





Numbers (1 to 10)



Let us underline the pictures that match the numbers

6			
8			
10			
7			
9			



Let us count the pictures and circle the number

	6 8 7 9
	8 7 9 6
	10 9 6 8
	9 7 8 10
	6 9 8 10



Numbers (1 to 10)

Count, colour, read and write

Let us Count	Let us colour equal numbers	Let us read	Let us write
		6	6 6
		7	7 7
		8	8 8
		9	9 9
		10	10 10

Concept of zero



Let us count the mangoes in each plate and say the number



4



3



2



1



What is the number in the blank box?



The number in the blank box is ‘zero’.

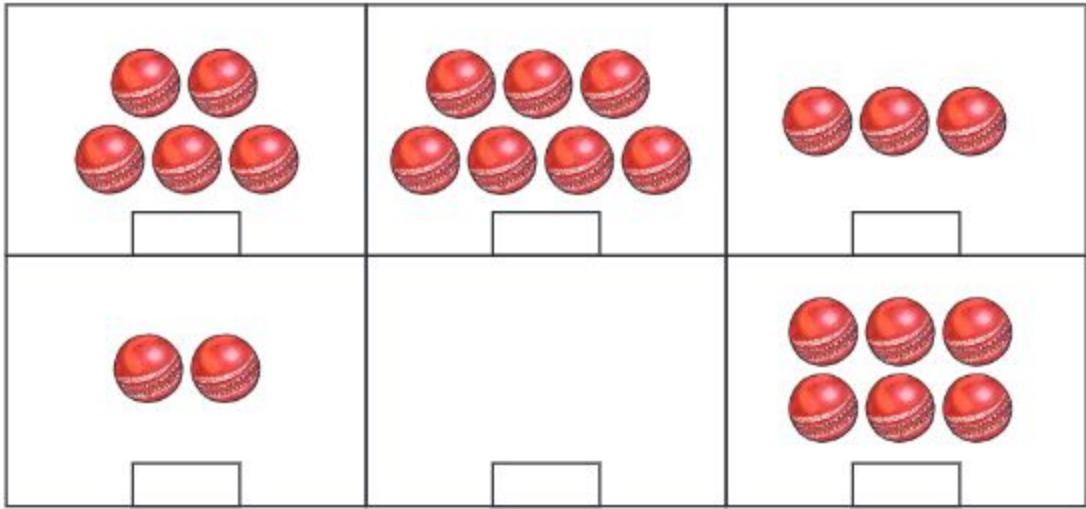
Let us read ‘zero’ and write ‘0’



zero



Let us count and write the number in the blank boxes

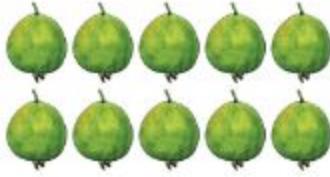
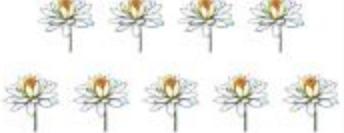




Numbers (1 to 10)



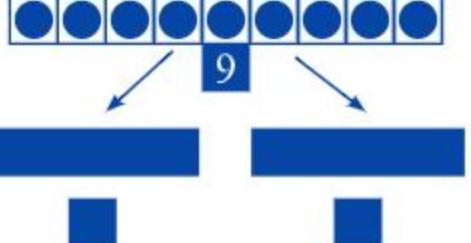
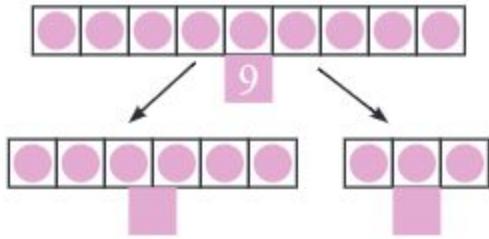
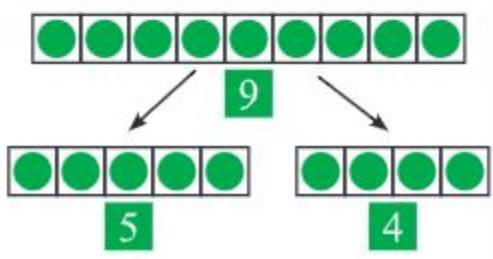
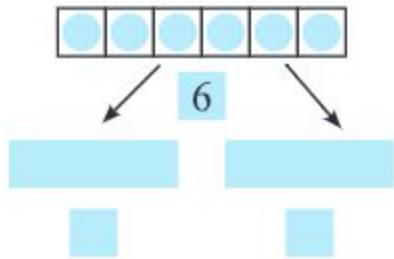
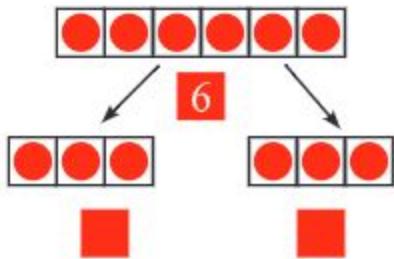
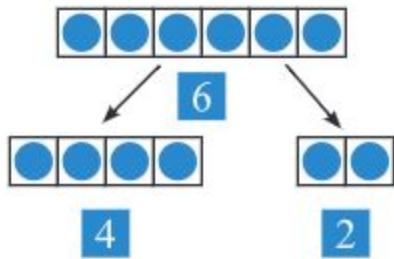
Let us count the pictures and write the number in the blank boxes



Count, say and write how many note books, books and pencils you have.

Let us arrange the objects in different ways and write in numbers (one is shown)



Arrange 5 objects in different ways.
Arrange 8 objects in different ways.

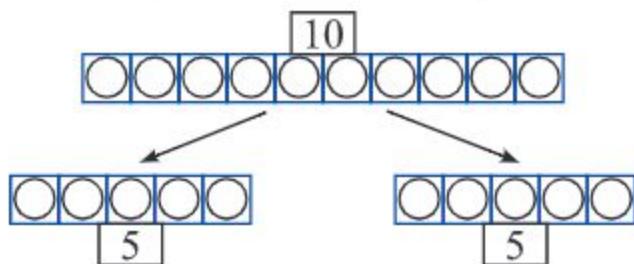


Numbers (1 to 10)

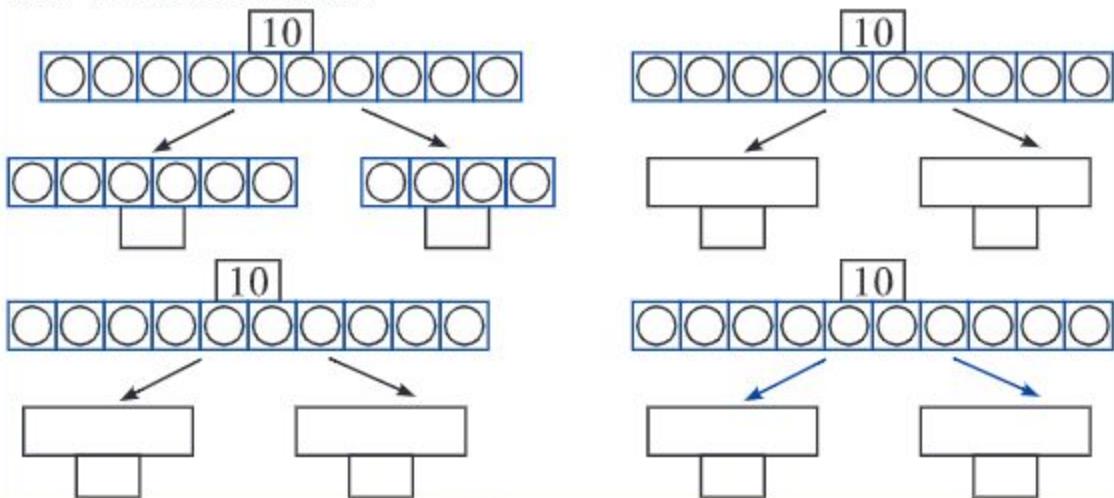
Formation of 10

Let us count	Let us count by ten	Let us read by ten	Let us read the number	Let us write the number
		1 ten	10 ten	

10 objects can be arranged in different ways.



Let us draw the pictures arranging 10 objects in different ways and write in number.



Comparison of numbers



more
5 flowers



less
2 flowers



which number
is greater, 5 or 2?

5 is greater.
2 is smaller.



less
4 glasses



more
6 glasses



which number
is smaller, 4 or 6?

4 is smaller.
6 is greater.



Let us count the pictures and write the numbers greater or smaller in the blank boxes (One is shown)



3
more



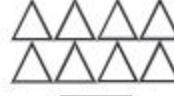
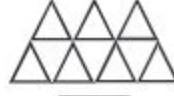
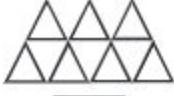
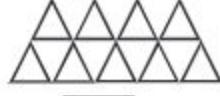
2
less



5



8



Let us circle the smaller number.

③	4	2	3	7	5	6	8	9	7
---	---	---	---	---	---	---	---	---	---



Let us circle the greater number.

6	4	8	9	5	8	7	6	8	7
---	---	---	---	---	---	---	---	---	---



Numbers (1 to 10)

Concept of order

Let us read numbers: from smaller to greater and from greater to smaller

Smaller to greater	Smaller to greater	Greater to smaller	Greater to smaller
	○	●●●●●●●●●●	10
■	1	●●●●●●●●●●	9
■■	2	●●●●●●●●●●	8
■■■	3	●●●●●●●●●●	7
■■■■	4	●●●●●●●●●●	6
■■■■■	5	●●●●●●●●●●	5
■■■■■■	6	●●●●●●●●●●	4
■■■■■■■	7	●●●●●●●●●●	3
■■■■■■■■	8	●●●●●●●●●●	2
■■■■■■■■■	9	●●●●●●●●●●	1
■■■■■■■■■■	10		0

Smaller to greater : 0 1 2 3 4 5 6 7 8 9 10

Greater to smaller : 10 9 8 7 6 5 4 3 2 1 0





Let us join the dots following the order of the numbers to draw the shape and colour it.



5

6

4

3

7

1

2

9

10



Numbers (1 to 10)



Let us say the order.

2, 3, 5, 7, 8	Smaller to greater
10, 9, 6, 5, 3	Greater to smaller
1, 3, 5, 7, 9	
2, 4, 6, 8, 10	
8, 6, 4, 3, 1	
0, 2, 5, 7, 9	
9, 7, 4, 1, 0	

Let us arrange the numbers in order

number	Smaller to greater	Greater to smaller
8, 2, 0, 4, 7	0, 2, 4, 7, 8	8, 7, 4, 2, 0
0, 3, 8, 5, 4		
9, 2, 0, 6, 5		
3, 5, 9, 7, 4		
10, 5, 8, 3, 9		
4, 9, 0, 6, 2		
6, 9, 0, 7, 2		



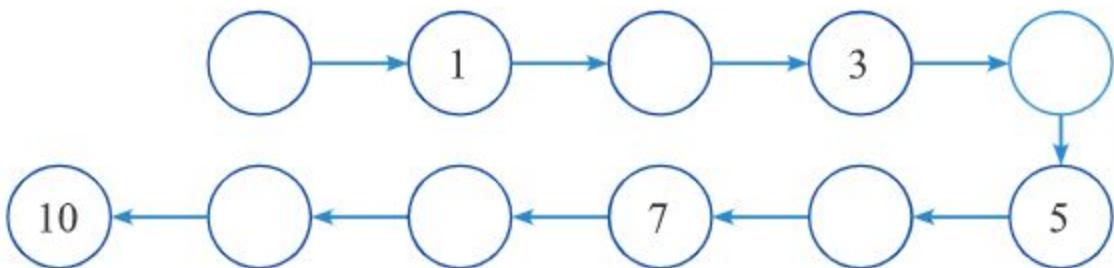
Let us write randomly any five numbers from 0 to 10



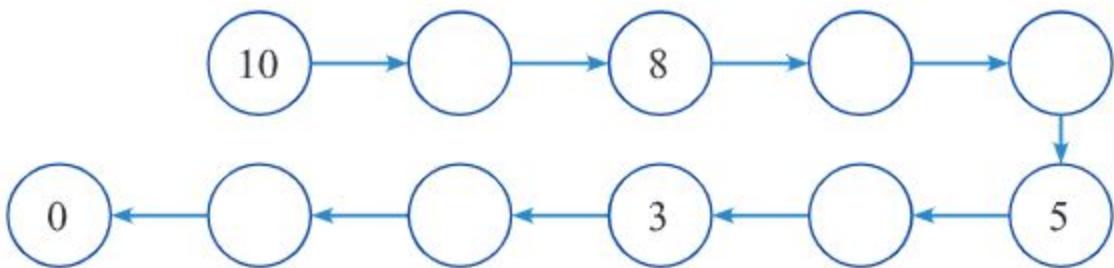
Let us arrange from smaller to greater and from greater to smaller.

Let us write numbers in the blank boxes

Smaller to greater



Greater to smaller



Let us write the next number in the blank box.

3	[]	6	[]	4	[]	8	[]	9	[]
---	-----	---	-----	---	-----	---	-----	---	-----

Let us write the number in between in the blank box.

1	[]	3	7	[]	9	4	[]	6	5	[]	7
---	-----	---	---	-----	---	---	-----	---	---	-----	---

Let us write the previous number in the blank box.

[]	2	[]	8	[]	4	[]	10	[]	6
-----	---	-----	---	-----	---	-----	----	-----	---

Concept of Addition

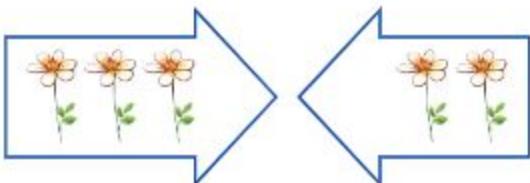
How many altogether?



Ratul and Mitu have come to Shahid Miner with flowers. Ratul has brought 3 flowers, Mitu has brought 2. How many flowers have they brought altogether?



Let us arrange the flowers in a line to find out the total numbers.



Ratul has brought 3 flowers and Mitu has brought 2.



We can use blocks for flowers.

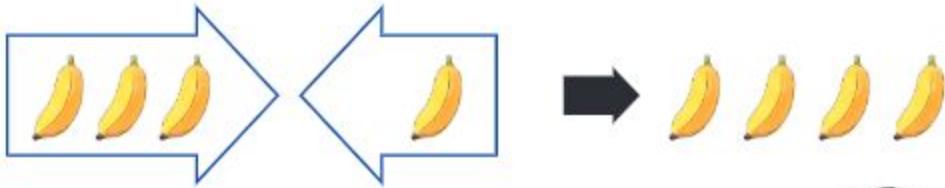


They have brought 5 flowers altogether.

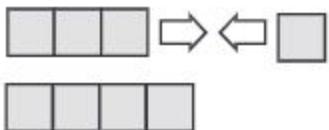




How many bananas are there altogether?



We can put together
3 blocks and 1 block for
bananas.



If 3 and 1 are put together, they make 4.
Mathematically we write:

4 bananas

$$3 + 1 = 4$$

We read: Three plus one equal to four

‘+’ this is called ‘Plus’ and ‘=’ this is called ‘equal’ $3+1 = 4$ is called a mathematical statement. This type of calculation is called addition. The number we get from addition is called summation.



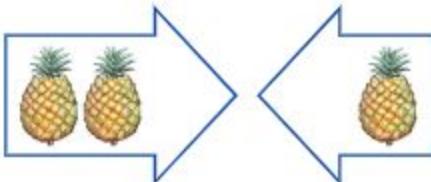
There was a story of 3 flowers and 2 flowers putting together in the previous page. Let us write a mathematical sentence for it with its answer.



Concept of Addition



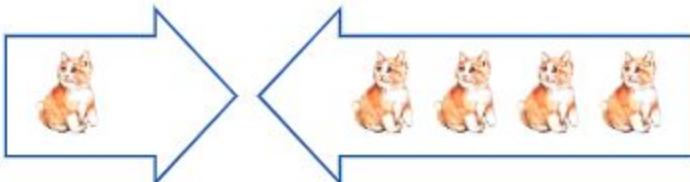
There are 2 pineapples and 1 pineapple. How many pineapples are there altogether?



$$\boxed{2} + \boxed{1} = \boxed{\quad} \quad \boxed{\quad} \text{ Pineapples}$$



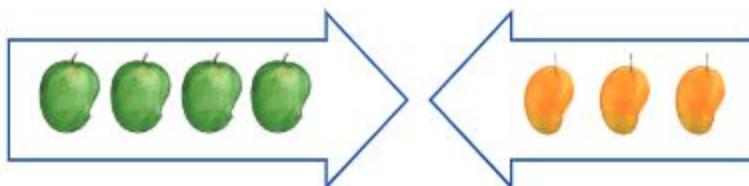
1 cat and 4 cats. How many cats are there together?



$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ cats}$$



4 green mangoes and 3 ripe mangoes.
How many mangoes are there together?

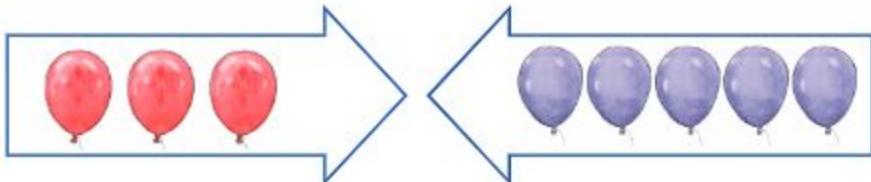


$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ mangoes}$$



3 red balloons and 5 blue balloons.

How many balloons are there together?



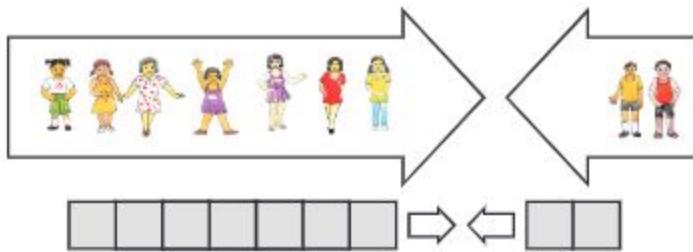
Let us write mathematically:

balloons



In the picture, there are 7 girls and 2 boys.

How many are there together?



Let us write mathematically:

children



Let us add:

- | | | | |
|---------|----------|----------|----------|
| (1) 1+2 | (2) 3+1 | (3) 2+2 | (4) 2+3 |
| (5) 4+4 | (6) 7+1 | (7) 2+5 | (8) 6+3 |
| (9) 4+2 | (10) 5+5 | (11) 1+8 | (12) 3+4 |



Concept of Addition



Five children are playing in the park. Then two more children have come. Now, how many children are there in the park?



Put the children in a single row to find out how many children are there.



At first, there were 5 children. Then two more children came.



We can use blocks for children.



Now there are 7 children in the park.



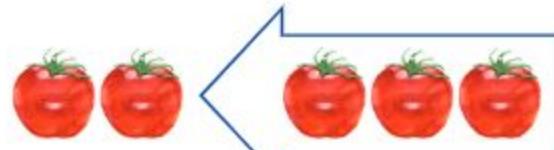
2 added to 5 becomes 7. We can write it as follows.

$$5 + 2 = 7$$

7 children



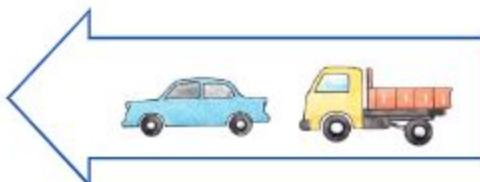
At first, there were 2 tomatoes. Then 3 more tomatoes were added. What is the total number of tomatoes?



$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ tomatoes}$$



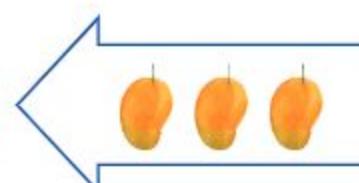
At first, there were 2 cars in a parking. Then, 2 more cars came. Now, what is the total number of cars in the parking?



$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ cars}$$



At first, Mina had 5 mangoes. Then, she was given 3 more mangoes. Now, how many mangoes does she have?



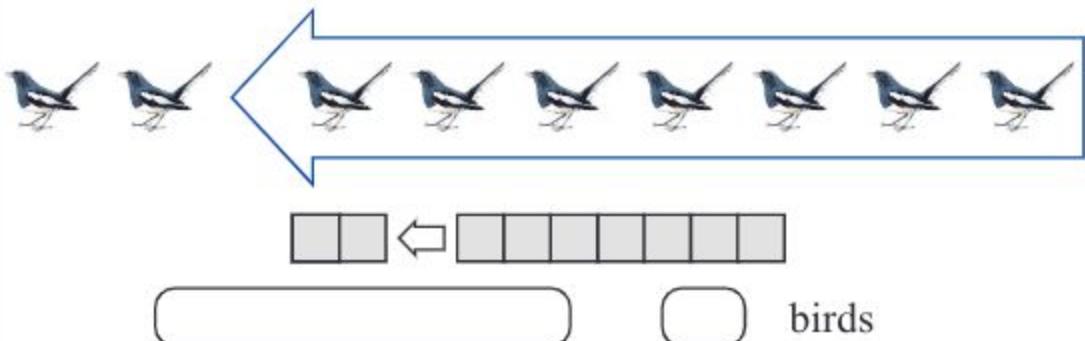
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ mangoes}$$



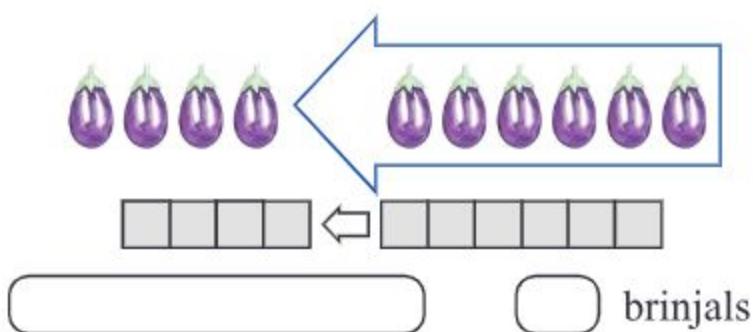
Concept of Addition



There were 2 birds in a tree. Later, 7 more birds sat on the tree. Now, what is the total number of birds in the tree?



At first, there were 4 brinjals. Tisha's mother bought 6 more brinjals. How many brinjals are there now?



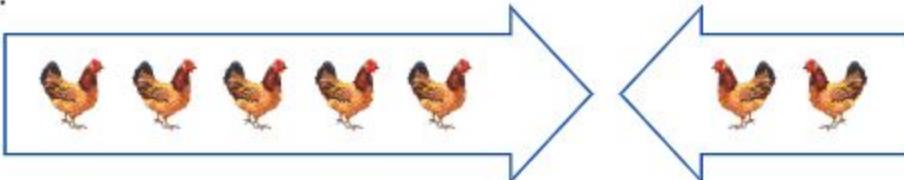
Let us add.

- (a) $5+1$
- (b) $1+3$
- (c) $3+2$
- (d) $4+4$
- (e) $1+2$
- (f) $7+2$
- (g) $3+4$
- (h) $4+5$
- (i) $8+2$
- (j) $2+4$
- (k) $5+5$
- (l) $3+6$



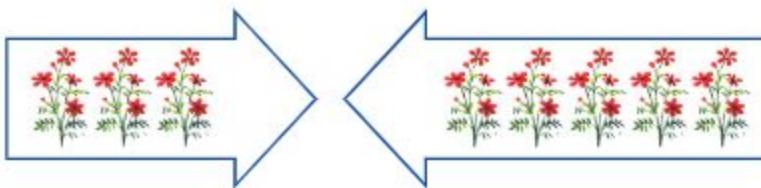
Let us make stories of addition

- (1) Choton has made a story for $5+2$ as below. Fill in the blank boxes.



There are hens and hens. hens in total.

- (2) Rima has made a story for $3+5$ as below. Fill in the blank boxes.



At first, there were flower plants in a garden. Then, more flower plants are planted. Now, there are flower plants in the garden.



Now, make a story for ' $4+2$ ' and draw a picture.





Concept of Addition

Addition of zero



What would be the number of balls in total?



$2 + 0 = \boxed{}$



$1 + \boxed{} = \boxed{}$



$0 + 2 = \boxed{}$



$\boxed{} + 1 = \boxed{}$



$0 + 0 = \boxed{}$



Let us add:

(1) $4 + 0$

(2) $8 + 0$

(3) $10 + 0$

(4) $6 + 0$

(5) $0 + 5$

(6) $0 + 7$

(7) $0 + 3$

(8) $0 + 9$

(9) $0 + 0$



Let us make number cards of addition and arrange them.

2	3	4	5	6	7	8	9	10
1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9
2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	
3+1	3+2	3+3	3+4	3+5	3+6	3+7		
4+1	4+2	4+3	4+4	4+5	4+6			
5+1	5+2	5+3	5+4	5+5				
6+1	6+2	6+3	6+4					
7+1	7+2	7+3						
8+1	8+2							
9+1								

Number card of addition

$5+3$ in the front

8 behind

- (1) Let us make number cards for addition. Let us arrange the same answers up and down in a single line as above.
- (2) Let us see the number cards in the same line up and down. What similarity do we find between first number and second number?
- (3) What similarity do we find in the cards of the same line side by side?
- (4) What more do we find?



Let us do.

1. Let us add.

- | | | | |
|-----------|-----------|-----------|------------|
| (a) 5 + 4 | (b) 1 + 6 | (c) 7 + 3 | (d) 4 + 3 |
| (e) 5 + 2 | (f) 2 + 6 | (g) 3 + 1 | (h) 2 + 7 |
| (i) 0 + 0 | (j) 8 + 1 | (k) 4 + 6 | (l) 5 + 2 |
| (m) 3 + 3 | (n) 1 + 7 | (o) 6 + 3 | (p) 0 + 10 |

2. Let us add and draw lines to match them.

(One is done for you.)

$3 + 2$	7	$2 + 7$	0
$5 + 4$	5	$0 + 10$	5
$1 + 9$	8	$2 + 2$	4
$6 + 0$	9	$1 + 4$	9
$4 + 3$	10	$4 + 4$	10
$0 + 8$	6	$0 + 0$	8

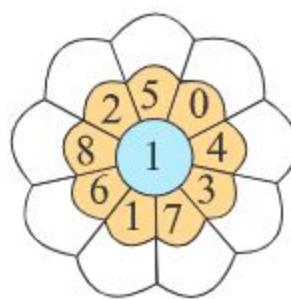
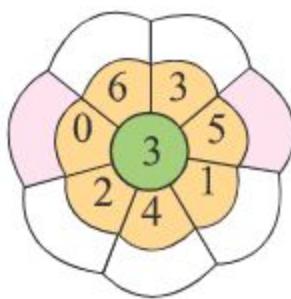
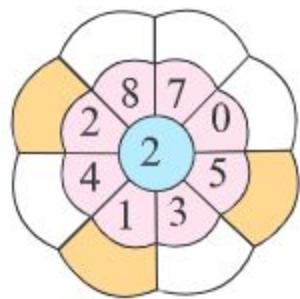
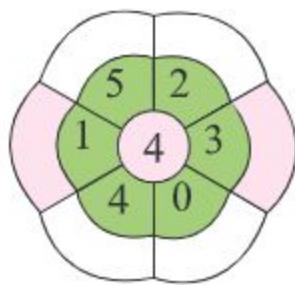
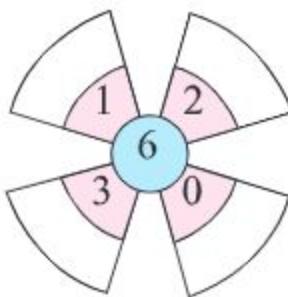
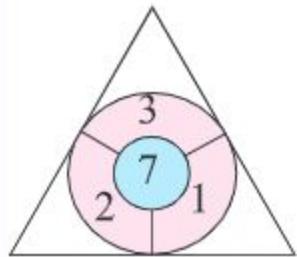
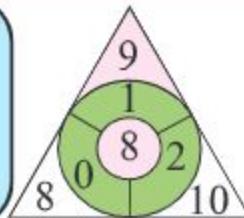
Let us add and fill in the blank boxes.



$$8+2=10$$

$$8+1=9$$

$$8+0=8$$



4. In Mili's garden, 3 roses have bloomed in one plant and 4 roses have bloomed in another plant. How many roses have bloomed in the garden in total?





Concept of Addition

5. 5 butterflies were playing in a garden. Then, 3 more butterflies came there. Now, what is the total number of butterflies in the garden?



6. Hiya has 4 colour pencils. Her brother Deep has 4 colour pencils. How many colour pencils do they have?
7. 4 birds were sitting in a tree. Then 6 more birds sat there. How many birds are there in the tree now?
8. There are 6 red apples and 2 green apples. How many apples are there in total?
9. Let us make a story for ' $5+2=7$ '.
10. Let us fill in the blank boxes (Which two numbers will make the number above?)

8	
3	5

10	

10	

10	

9	

7	

5	

6	



Let us find out 10

Let us add two numbers side by side and up and down. Let us mark round when the sum is 10.



I have found

$$3 + 7 = 10$$



I have found

$$6 + 4 = 10$$

4	5	1	4	7	2	8	3	8	2
3	2	9	6	8	4	5	6	6	5
7	7	7	5	1	6	9	1	3	5
6	5	3	8	3	7	5	4	8	1
3	7	4	9	6	2	8	8	8	5
9	2	6	3	4	2	5	6	4	7
1	4	5	5	3	1	4	3	8	2
2	9	3	9	1	4	7	1	8	7
3	7	9	7	5	3	5	8	1	9
7	4	6	8	2	3	7	1	4	2

Concept of Subtraction



There are 5 birds. 2 birds fly away. How many birds are there now?



I think the counting is not like addition.

Yes, if birds fly away, the number of birds will decrease.



Birds left



Diya had 6 apples. She ate 2 apples. How many apples are left now?



There were 6

Ate 2

Left



We write, $6 - 2 = 4$

We write, 6 minus 2 equals 4.

The number we get after subtraction is called 'difference'.

-

minus

=



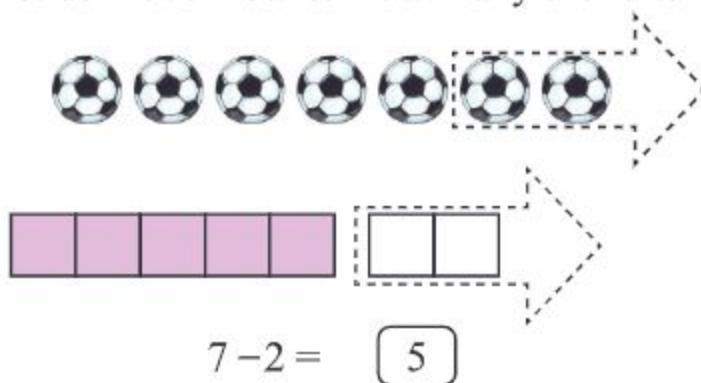
equals to



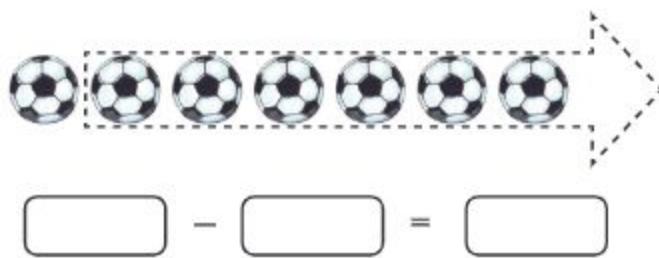
There are 7 balls. If we take away a few balls, how many will remain...



Let us move 2 balls. How many are left?



How many balls will remain if we move 6 balls?



1. In how many more ways can we take away the balls?



Concept of Subtraction



2. Let us see the picture and subtract.

(a)



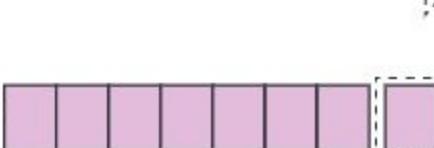
$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

(b)



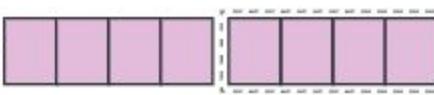
$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

(c)



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$

(d)



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$$



3. Let us subtract.

$$(1) 4 - 1$$

$$(5) 9 - 5$$

$$(2) 5 - 2$$

$$(6) 8 - 7$$

$$(3) 7 - 5$$

$$(7) 9 - 2$$

$$(4) 6 - 2$$

$$(8) 8 - 5$$



Whether balloons or children are more in the pictures?



Let us arrange the children and balloons in lines and match them.



We write, $7 - 5 = 2$

We read, 7 minus 5 equals 2.



Concept of Subtraction

? How many more flowers are there?



Rafi



Tuly

Rafi has 6 flowers and Tuly has 3 flowers.

$6 - 3 = 3$ flowers more.

Rafi has 3 flowers more



1. How many more pigeons are there?



$$\boxed{} - \boxed{} = \boxed{}$$



2. How many more balloons are there than the footballs?



$$\boxed{} - \boxed{} = \boxed{}$$



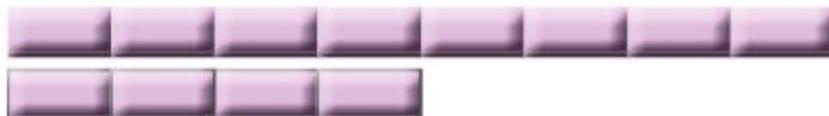
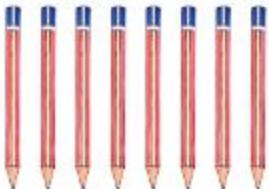
3. How many more plates are there than the pieces of cake?



$$\boxed{} - \boxed{} = \boxed{}$$



What is the difference between the number of books and pencils?



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ more pencils.}$$



4. What is the difference between the number of boys and girls?



Girls are $\boxed{\quad}$ more than boys.



5. Rimi has 9 balloons. Raju has 5 balloons. How many more balloons does Rimi have?



Rimi has more balloons.

Let us subtract to find how many more balloons Rimi has.



$$\boxed{\quad} - \boxed{\quad} = \boxed{\quad} \quad \boxed{\quad} \text{ balloons}$$



Concept of Subtraction



Let us express the subtraction $5-3$ using picture.



1. Let us subtract using cross in \circ . (One is done for you)



$$8 - 3 = \square$$



$$9 - 6 = \square$$



$$6 - 2 = \square$$



$$7 - 1 = \square$$



$$5 - 3 = \square$$



$$8 - 7 = \square$$



2. Let us express the subtraction $7-3$ using picture.



Let us make a story of subtraction for '6-4'.



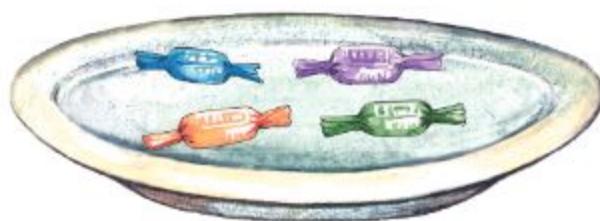
My story is:

Mina had 6 colour pencils and Raju had 4 colour pencils. How many more colour pencils did Mina have than Raju?

Now, you may tell your story...

Subtraction of 0 (Zero)

There are 4 chocolates in a plate. Rafi will eat the chocolates.



There will remain after eating 4



$$4 - 4 = 0$$

There will remain ... after eating 3



$$4 - 3 = 1$$

There will remain ... after eating 2



$$4 - 2 = 2$$

There will remain ... after eating 1



$$4 - 1 = 3$$

There will remain ... after eating 0



$$4 - 0 = 4$$



Let us subtract

$$5 - 5$$

$$9 - 9$$

$$6 - 0$$

$$8 - 0$$

$$0 - 0$$



Concept of Subtraction



Let us write numbers in blank boxes.

$8 - \boxed{\quad} = 5$



$6 - 2 = \boxed{\quad}$



Let us put numbers in blank boxes.

$1) 4 - \boxed{\quad} = 1$



$2) 6 - \boxed{\quad} = 4$



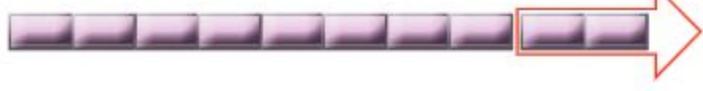
$3) 9 - \boxed{\quad} = 6$



$4) 7 - 4 = \boxed{\quad}$



$5) 10 - 2 = \boxed{\quad}$



Let us see the pictures and subtract.

(1)

	$7 - 1 = 6$
	$7 - 2 = 5$
	$\boxed{\quad} - \boxed{\quad} = \boxed{\quad}$



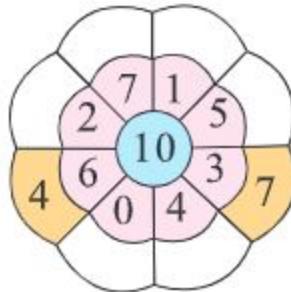
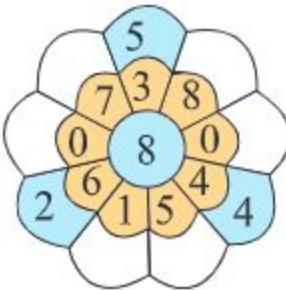
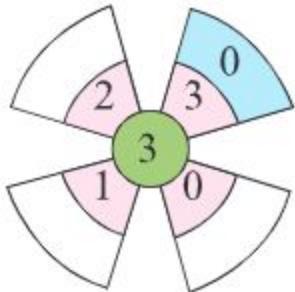
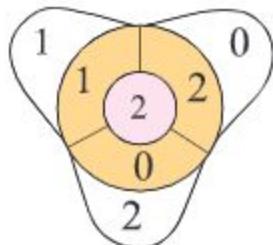
Let us subtract and fill in the blank boxes.



$$2 - 2 = 0$$

$$2 - 1 = 1$$

$$2 - 0 = 2$$



-  1. Nidhi had 8 toys. She gave her brother 5 toys. How many toys does she have now?
2. 7 birds were sitting on the branch of a tree. Then 4 birds flew away. How many birds are left in the tree?
3. Ruma had 8 sheets of paper. She wrote down on three sheets. How many sheets of paper are left to write on?
4. 9 students are sitting in a classroom. Among them 5 are girls. How many boys are there?
5. Mehjabin plucked 10 flowers from the garden. She gave her brother 5 flowers. How many flowers are left with her?
6. Rahat has caught 9 fishes and Abid has caught 5 fishes. How many less fishes has Abid caught?
7. Express the subtraction $10 - 3$ using picture.



Concept of Subtraction

8. Make a story for '9 – 4'



My story is:

9 boats were anchored by the river ghat. 4 boats left the ghat. How many boats are there in the ghat now?

Now, you may tell your story.

There are 3 cards below. Take 2 cards and make subtraction.

2 5 8

$$5 - 2 = \boxed{}$$

$$\boxed{} - \boxed{} = \boxed{}$$

Use the cards below to make subtraction
(Taking two cards at a time)

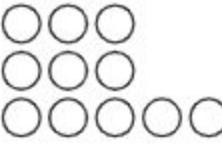
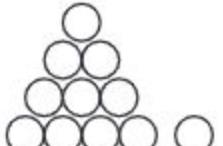
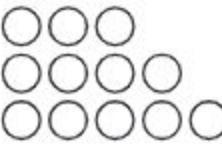
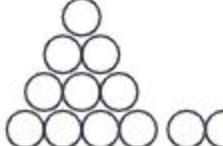
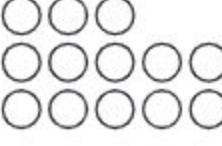
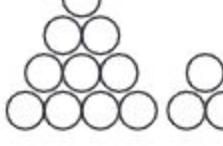
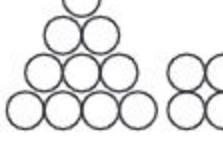
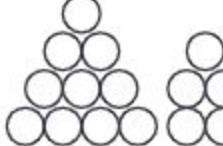
5 7 9

4 7 10

Let us make subtraction putting numbers as you wish and subtract.

$$\boxed{} - \boxed{} = \boxed{}$$

Numbers: 11 to 20

Let us count	Let us count by tens	Let us read by tens	Let us read numbers	Let us write numbers	
		1 ten 1	11 eleven	11	11
		1 ten 2	12 twelve	12	12
		1 ten 3	13 thirteen	13	13
		1 ten 4	14 fourteen	14	14
		1 ten 5	15 fifteen	15	15



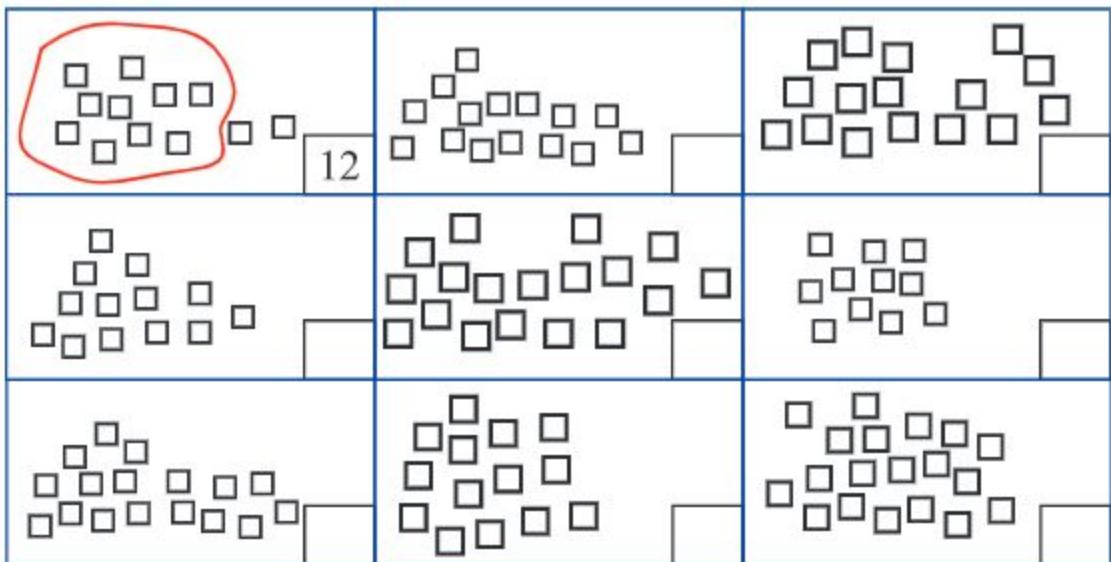
Numbers (11 to 20)

Numbers: 11 to 20

Let us count	Let us count by tens	Let us read by tens	Let us read numbers	Let us write numbers
		1 ten 16 16 sixteen	16 16	
		1 ten 17 17 seventeen	17 17	
		1 ten 18 18 eighteen	18 18	
		1 ten 19 19 nineteen	19 19	
		2 tens 20 twenty	20 20	



Let us make clusters of tens, count them and write the numbers in blank boxes.



Count different objects of your home or your school and tell them in numbers (upto 20)

Let us read numbers (1 to 20)

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

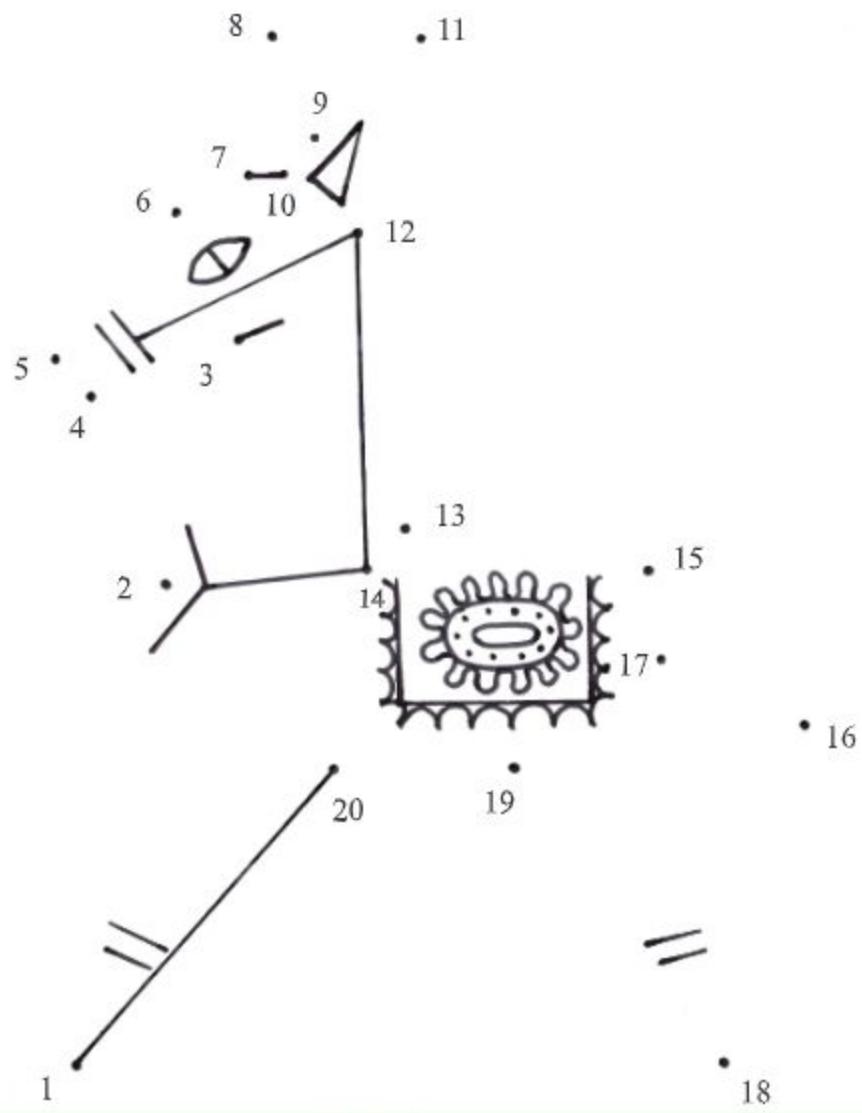
Let us us write numbers in blank boxes

1		3			6		8		10
11			14			17			20



Numbers (11 to 20)

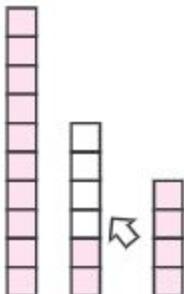
Let us join the dots according to the order of numbers (smaller to greater or greater to smaller). Colour the picture you have got.



Addition (11 to 20)



Mithu had 12 pencils. Her father gave her 4 more pencils.
How many pencils does she have?



$$12+4=\boxed{\quad}$$



Let us add:

- | | | | | | |
|------|----------|------|----------|------|----------|
| (1) | $12 + 2$ | (2) | $12 + 5$ | (3) | $12 + 7$ |
| (4) | $11 + 1$ | (5) | $14 + 3$ | (6) | $15 + 1$ |
| (7) | $6 + 12$ | (8) | $1 + 18$ | (9) | $3 + 14$ |
| (10) | $10 + 4$ | (11) | $10 + 8$ | (12) | $5 + 10$ |



On Maisha's birthday 13 friends and 5 relatives came to her house. How many guests came to her house?



In Apu's house, mangoes fell down from the trees by storm. Apu picked up 6 mangoes and his sister picked up 11. How many mangoes did they pick up altogether?



Rafiq had 10 colour pencils for drawing pictures. He bought 9 more colour pencils from a shop. How many colour pencils does he have now?



Addition (11 to 20)

Addition

There are 9 mangoes on the large tree and 4 mangoes on the small tree.



How many mangoes are there altogether?

Mathematical sentence



How many mangoes are there altogether? Think, how to calculate?



I think there are more than 10 mangoes.

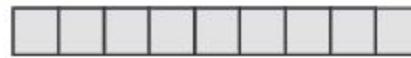
We can easily calculate making the group of tens.



Use block for mangoes. Think, how to add 9+4?



9 needs 1 more to make 10.



Split 4 into 1 and 3



Add 1 to 9 to make 10.



10 and 3 make 13.



Mangoes

How to calculate 9+4

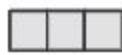
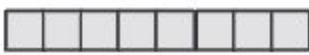
- 1) 9 needs 1 more to make 10.
- 2) Split 4 into 1 and 3.
- 3) Add 1 to 9 to make 10.
- 4) 10 and 3 make 13.

$$9 + 4 = 13$$

10 1 3



How do you calculate 8+3?



- 1) 8 needs — to make 10.
- 2) 3 can be split into — and —.
- 3) Adding — from 3 with 8 can be made 10.
- 4) 10 and — make —.

$$8 + 3 = \square$$

10 1 3



Addition (11 to 20)



How do we calculate $8+5$?



8 needs 2 to make 10.



Add 2 to 8 to make 10.



How many do we need to make 10?



Split 5 into 2 and 3.



10 and 3 make 13

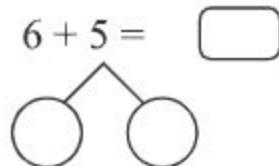
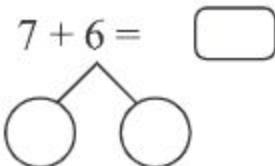


$$8 + 5 = \boxed{}$$

$$8 + 5 = \boxed{}$$

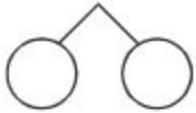


Explain how to calculate $7+6$ and $6+5$ filling up the blank boxes in the adjacent figure?

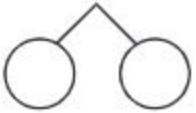


Let us add

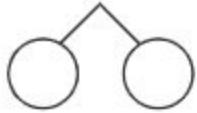
$$(1) 7 + 5 = \boxed{}$$



$$(2) 7 + 4 = \boxed{}$$



$$(3) 9 + 8 = \boxed{}$$



Let us add

$$(1) 9 + 3$$

$$(2) 8 + 4$$

$$(3) 7 + 7$$

$$(4) 9 + 5$$

$$(5) 9 + 2$$

$$(6) 8 + 6$$

$$(7) 9 + 4$$

$$(8) 9 + 7$$

$$(9) 9 + 6$$

$$(10) 8 + 8$$

$$(11) 9 + 9$$

$$(12) 8 + 7$$



How many mangoes are there altogether? Let us think how to calculate.

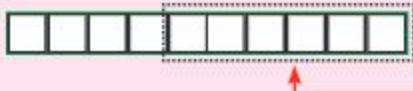


Tuli's concept



I have made a group of 10 adding 4 to 6.

$$4 + 9$$



Rafi's concept

$$4 + 9$$

I have also made a group of 10 adding 1 to 9, because 9 is a greater number here.



adding 4 to 6.



$$4 + 9 = \boxed{\quad}$$

Mangoes



Explain Rafi's method to calculate $4+9$.

- (1) 9 needs _____ to make 10.
- (2) 4 can be split into _____ and _____.
- (3) Adding _____ to 9 to make 10.
- (4) 10 and _____ make _____.

There are different ways to make the group of 10





Addition (11 to 20)



Let us write two numbers splitting the first one.

Explain how to calculate $3 + 8$.

(1) 8 needs ___ to make 10.

(2) 3 can be split into ___ and ___

(3) Adding ___ to 8 to make 10.

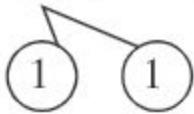
(4) 10 and ___ make ___.

$$3 + 8 = \boxed{\quad}$$

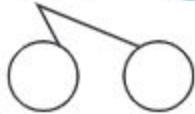


Let us add.

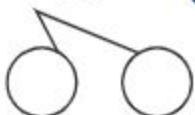
(1) $2 + 9 = \boxed{\quad}$



(2) $5 + 7 = \boxed{\quad}$



(3) $7 + 9 = \boxed{\quad}$



(4) $5 + 8 = \boxed{\quad}$



Let us add using simple method.

(1) $4 + 7$

(2) $6 + 9$

(3) $4 + 8$

(4) $9 + 2$

(5) $3 + 9$

(6) $9 + 7$

(7) $5 + 9$

(8) $6 + 7$

(9) $7 + 8$

(10) $6 + 8$

(11) $8 + 5$

(12) $8 + 4$

Let us do

1. Let us add

(1) $9 + 8$

(2) $5 + 6$

(3) $4 + 9$

(4) $7 + 5$

(5) $8 + 8$

(6) $6 + 7$

(7) $9 + 9$

(8) $9 + 2$

(9) $8 + 6$

(10) $7 + 9$

(11) $3 + 9$

(12) $7 + 7$

2. 7 children are playing in one side and 6 children are playing in the other side of a school field. How many children are playing in the field?
3. There are 8 bananas in a bunch and 7 bananas in another bunch. How many bananas are there in two bunches in total?
4. Riya had 4 colour pencils. Her father bought 8 more colour pencils for her. How many colour pencils does she have?
5. At first Lisa had 7 chocolates. How many chocolates will she have if she is given 9 more chocolates?
6. Make a story for ‘ $5+7$ ’.
7. Let us match the two equal sums by drawing lines.

$5 + 9$

$9 + 9$

$4 + 7$

$7 + 5$

•

•

•

•

$8 + 3$

$6 + 6$

$3 + 11$

$10 + 8$

•

•

•

•



Addition (11 to 20)



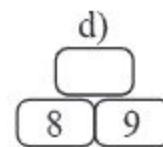
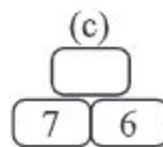
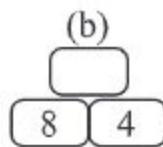
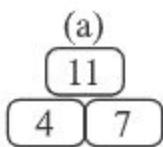
Let us put ● mark beside the two whose sum is 15.

$7 + 9$	$9 + 6$	$5 + 7$	$9 + 2$
$7 + 4$	$9 + 5$	$3 + 9$	$6 + 8$
$7 + 8$	$8 + 8$	$2 + 9$	$8 + 4$
$5 + 9$	$3 + 8$	$6 + 7$	$9 + 3$
$5 + 8$	$9 + 7$	$6 + 9$	$8 + 3$
$7 + 7$	$4 + 8$	$6 + 5$	$7 + 5$
$9 + 4$	$8 + 9$	$8 + 7$	$9 + 9$
$4 + 7$	$6 + 6$	$8 + 5$	$9 + 8$

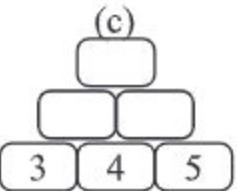
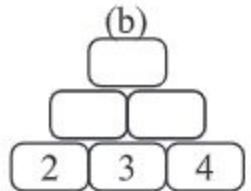
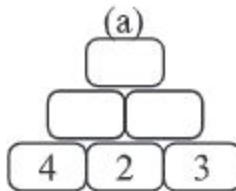


Let us write the answer in the box above adding the two adjacent numbers. (one is done for you)

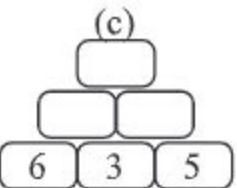
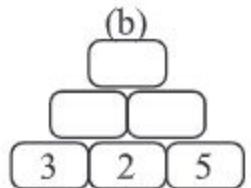
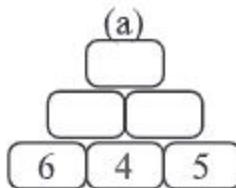
(1)



(2)



(3)

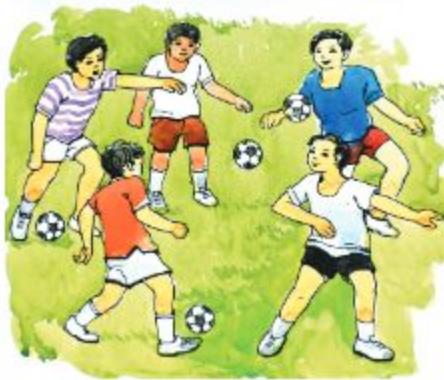


Subtraction (11 to 20)

There are 14 balls in the almirah of a school. Children are playing with 4 balls taking from the almirah. How many balls are in the almirah now?



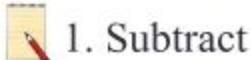
$$14 - 4 = \boxed{10}$$



There were 17 Chocolates in a packet. Hiya and Sami ate 10 Chocolates from them. Now how many Chocolates are left?



$$17 - 10 = \boxed{}$$



1. Subtract

- (1) $12 - 2$ (2) $15 - 5$ (3) $18 - 8$
 (4) $13 - 10$ (5) $16 - 10$ (6) $19 - 10$

2. Karim had 16 balloons. He gave 6 balloons to Bithi. How many balloons were left with Karim?
3. Raju bought 19 chocolates from a shop. From these he gave 9 chocolates to his sister. How many chocolates were left with him?
4. Diti had 15 colour pencils. She gave 5 colour pencils to her younger brother. How many colour pencils were left with her?
5. There are 18 students in a class. Among them 10 are girls. How many boys are there in the class?



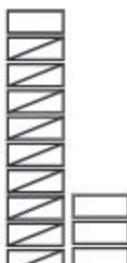
Subtraction (11 to 20)



In a shop there were 13 toy cars. From those 9 were sold.
How many toy cars were left in the shop?



$$\boxed{\quad} - \boxed{\quad} =$$



Let us deduct 9
from 13 one by one.



$$\boxed{13} - \boxed{9} = \boxed{\quad}$$



1. Subtract

$$(1) 14 - 6$$

$$(2) 14 - 9$$

$$(3) 15 - 6$$

$$(4) 15 - 9$$

$$(5) 11 - 8$$

$$(6) 11 - 5$$

$$(7) 12 - 7$$

$$(8) 12 - 5$$

$$(9) 13 - 9$$

$$(10) 13 - 5$$

$$(11) 16 - 7$$

$$(12) 16 - 8$$



2. Let us put the numbers in the blank boxes.

(1) $17 - 3 = \boxed{}$

(2) $10 - 2 = \boxed{}$

(3) $16 - \boxed{} = 12$

(4) $19 - \boxed{} = 13$

3. Riya's mother gave her 4 guavas out of 13. How many guavas were left with her mother?
4. Mili has 14 chocolates. From those she gave 8 chocolates to her younger brother. How many chocolates were left with her?
5. Raju bought 15 eggs and 9 bananas. How many more eggs did he buy than bananas?
6. Bijoy has 19 and Anita has 8 colour pencils. How many more colour pencils does Bijoy have?
7. Show by pictures $15 - 7$.
8. Make a story for $13 - 6$.



Put circle (O) beside the numbers whose difference is 12.

$13 - 2$		$16 - 3$		$15 - 3$		$13 - 4$	
$15 - 4$		$17 - 5$		$14 - 3$		$16 - 1$	
$18 - 8$		$16 - 5$		$19 - 7$		$14 - 4$	
$17 - 4$		$15 - 2$		$16 - 2$		$18 - 6$	



Numbers (21 to 40)

Numbers (21 to 40)

Let us count	Let us count by tens	Let us read with tens	Let us read the number	Let us write the number
		2 tens 1	21 twenty one	21
		2 tens 2	22 twenty two	
		2 tens 3	23 twenty three	
		2 tens 4	24 twenty four	
		2 tens 5	25 twenty five	
		2 tens 6	26 twenty six	
		2 tens 7	27 twenty seven	
		2 tens 8	28 twenty eight	
		2 tens 9	29 twenty nine	
		3 tens	30 thirty	

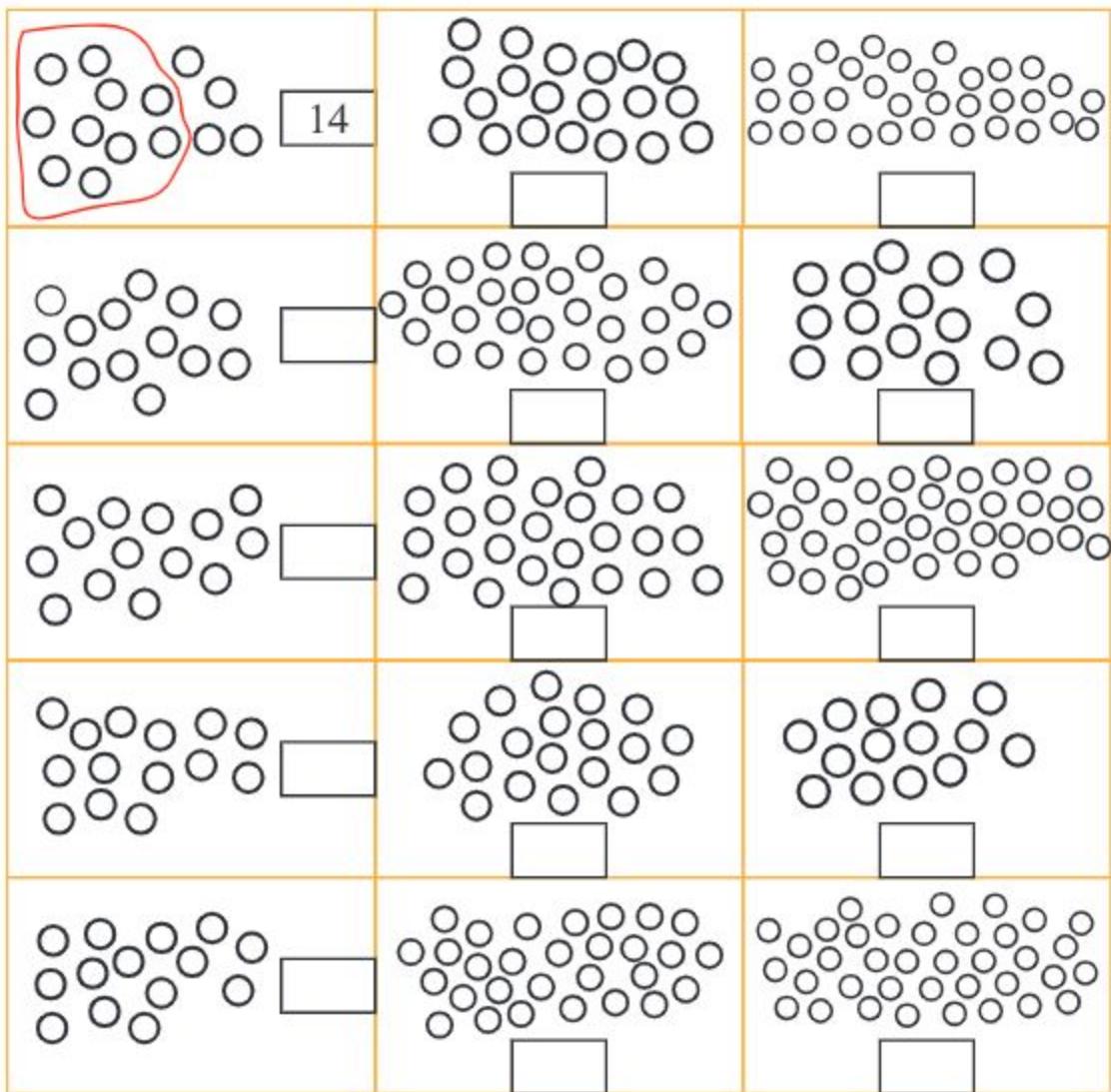
Number: 31 to 40

Let us count	Let us count by tens	Let us read with tens	Let us read the number	Let us write the number
		3 tens 1	31 thirty one	31 31
		3 tens 2	32 thirty two	
		3 tens 3	33 thirty three	
		3 tens 4	34 thirty four	
		3 tens 5	35 thirty five	
		3 tens 6	36 thirty six	
		3 tens 7	37 thirty seven	
		3 tens 8	38 thirty eight	
		3 tens 9	39 thirty nine	
		4 tens	40 forty	



Numbers (21 to 40)

Let's count by making groups of ten and write the number in the blank box.



Count and say the number of the students, the things or objects etc. in your house, classroom and school if they are within forty.

Write the number in words (1 to 10)

Let us count	Let us read	Let us write in words
	1	one
	2	two
	3	three
	4	four
	5	five
	6	six
	7	seven
	8	eight
	9	nine
	10	ten



Numbers (21 to 40)

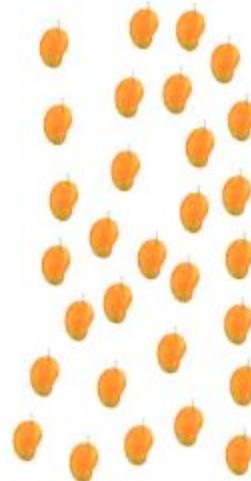
Match the number written in digit with the number written in words by drawing line.

Number in digit	Number in words	Number in digit	Number in words
2	one	3	nine
5	four	9	eight
1	two	6	ten
4	seven	10	three
7	five	8	six

Write the number in words

3	_____	1	_____
7	_____	6	_____
2	_____	10	_____
5	_____	9	_____
8	_____	4	_____

Place Value



Let us count the flowers and mangoes in the pictures.

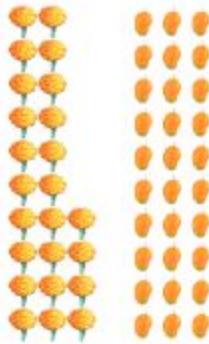


I cannot remember the number that I counted.



How is it if we count by making a group of 10?

Counting the flowers, I have got 2 groups of 10 and 4.



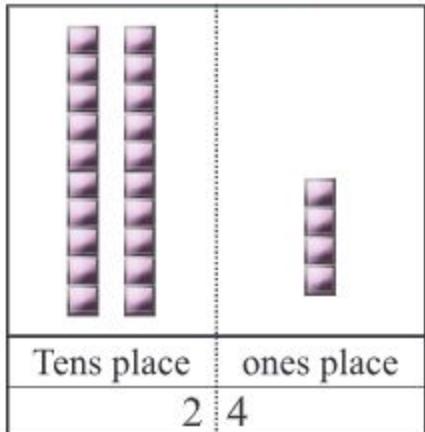
Counting the mangoes, I have got 3 groups of 10.



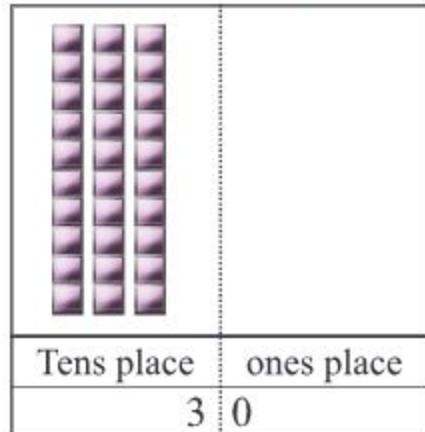
Place Value

Let us write the number of flowers and mangoes in digit.

Flowers



Mangoes

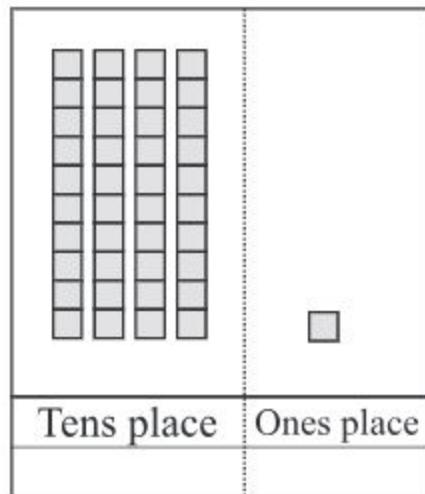
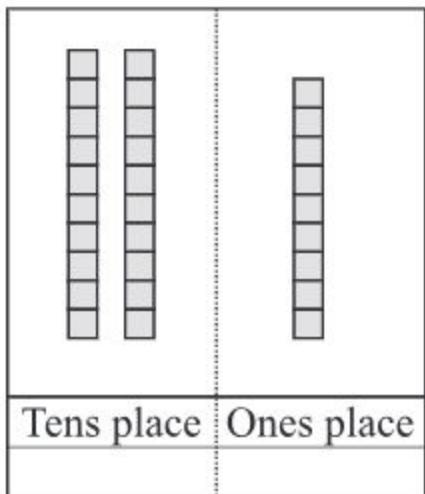


Here are 2 groups of 10 and 4 blocks of 1. We wrote 2 in the place of tens and 4 in the place of ones. The number is 2 tens 4 that means 24

Here are 3 groups of 10 and 0 blocks of 1. So we write 3 in the place of tens and 0 in the place of ones. The number is 3 tens that means 30.



Write in number





Write in digits by using place value.

(1)



(2)



(3)



Tens place	Ones place
2	4

24 Butterflies

Tens place	Ones place

Pencils

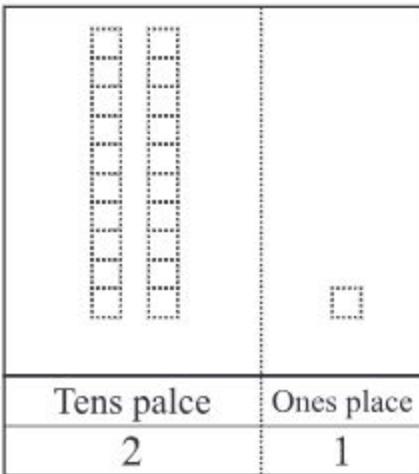
Tens place	Ones place

Apples

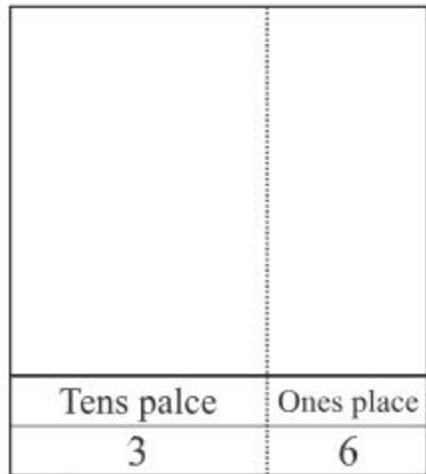


Let us draw blocks for 21 and 36

(1)

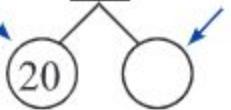


(2)

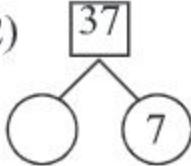


Write the number in the blank box

(1)

Tens place **24** Ones place

(2)



The number in the tens place expresses the same number of tens.

Tens place 1 = 1 ten = 10

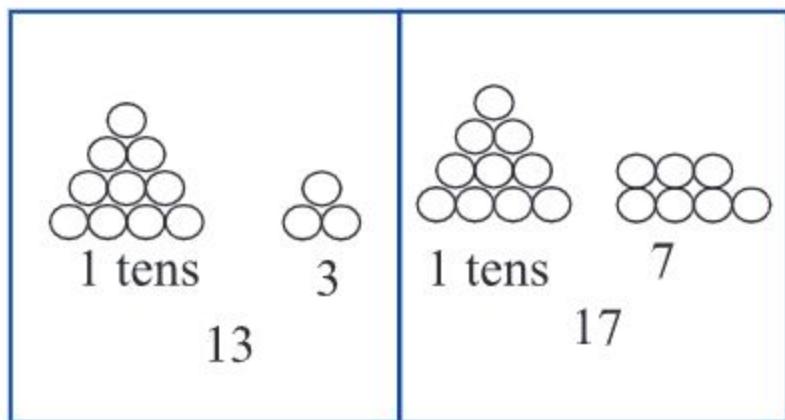
Tens place 2 = 2 ten = 20

Tens place 3 = 3 ten = 30



Place Value

Comparison of numbers



Between 13 and 17 which one is greater?

17 is greater, 13 is smaller. Because, in ones place, 7 is greater and 3 is smaller.



Let us write greater-smaller or smaller-greater by comparing two numbers.

Number	greater-smaller	Number	greater-smaller
11, 13	13 greater, 11 smaller	26, 25	— smaller, — greater
14, 16	— greater, — smaller	38, 39	— smaller, — greater
18, 17	— greater, — smaller	21, 24	— smaller, — greater
19, 25	— greater, — smaller	15, 13	— smaller, — greater
22, 25	— greater, — smaller	32, 37	— smaller, — greater

Put a circle (○) around the greater number (one is done for you).

13	16	28	25	17	19	32	33	24	21
25	22	34	29	21	18	29	26	35	39

Put tick mark (✓) in the smaller number.

11	15	18	16	24	29	37	32	33	30
----	----	----	----	----	----	----	----	----	----

Arrange the numbers in order.

number	smaller to greater	greater to smaller
12, 25, 18, 27, 21		
33, 19, 34, 31, 28		
24, 36, 19, 29, 20		
26, 21, 30, 37, 15		

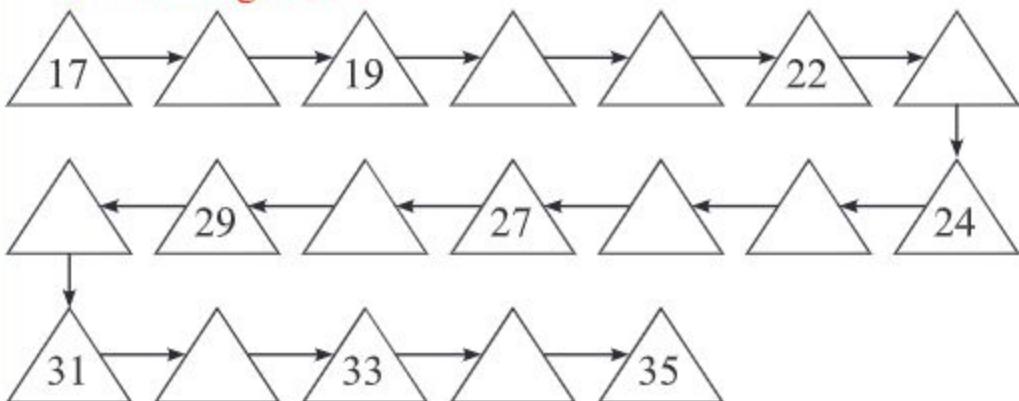


Do myself

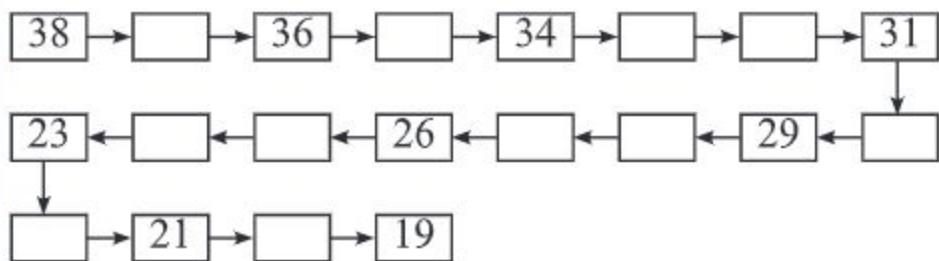
Let us do

1. Let us write the number in the blank boxes.

Smaller to greater.



Greater to smaller



2. Let us write the middle number.

13		15	23		25	32		34	38		40
----	--	----	----	--	----	----	--	----	----	--	----

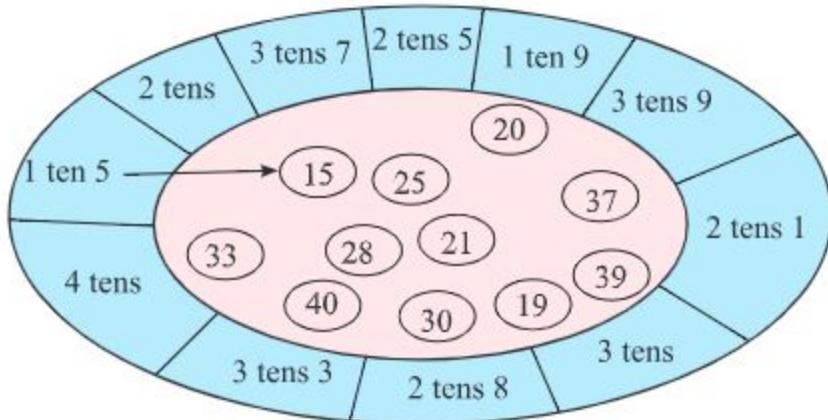
3. Let us write the next number.

13		18		24		28		35		38	
----	--	----	--	----	--	----	--	----	--	----	--

4. Let us write the previous number.

	12		19		28		31		39		30		37		40
--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----

5. Let us match drawing lines.



6. Let us read in tens and write numbers in blank boxes.

$$1 \text{ ten } 2 = \boxed{12}$$

$$2 \text{ tens } 2 = \boxed{\quad}$$

$$1 \text{ ten } 7 = \boxed{\quad}$$

$$3 \text{ tens } 1 = \boxed{\quad}$$

$$2 \text{ tens } 3 = \boxed{\quad}$$

$$4 \text{ tens } = \boxed{\quad}$$

$$2 \text{ tens } 9 = \boxed{\quad}$$

$$3 \text{ tens } 6 = \boxed{\quad}$$

$$3 \text{ tens } 5 = \boxed{\quad}$$

$$2 \text{ tens } = \boxed{\quad}$$

7. Let us read the numbers and write in tens.

Number	Write in tens	Number	Write in tens
15	— ten —	21	— tens —
19	— ten —	35	— tens —
23	— tens —	39	— tens —
32	— tens —	29	— tens —
28	— tens —	40	— tens —

8. Let us count the numbers from 21 to 40 and write in number.



Do myself

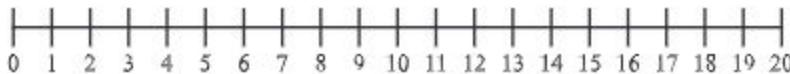
9. Let us write the numbers in words.

- (1) 3 (2) 5 (3) 8 (4) 9 (5) 10

10. Let us arrange the numbers from smaller to greater and from greater to smaller.

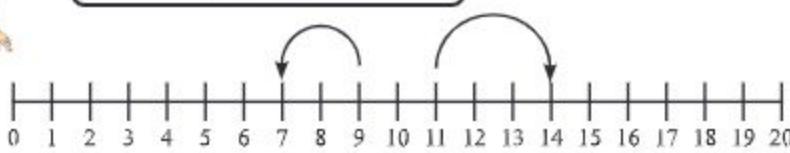
number	smaller to greater	greater to smaller
15, 12, 18, 17, 13		
14, 29, 17, 31, 20		
21, 15, 20, 18, 24		
39, 27, 17, 25, 14		
16, 22, 34, 28, 40		

11. Let us find the numbers in the following line and say



Which number is 3 more than 11?

The number is 14



Which number is 2 less than 9?

The number is 7



Write the numbers in the blank boxes.

(1) 1 more than 6 is

(6) 3 less than 16 is

(2) 2 less than 7 is

(7) 2 less than 18 is

(3) 2 more than 4 is

(8) 4 less than 19 is

(4) 5 more than 8 is

(9) 3 more than 17 is

(5) 3 more than 10

(10) 4 less than 15 is

Geometry



What are the shapes here?

Picking flower is prohibited



What more can you see
in the picture



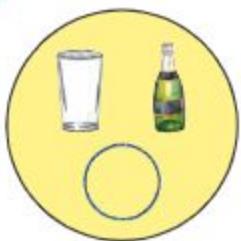
White board, book, glass, _____, _____, _____

What are the shapes of the objects in the picture?

Name of object	Name of shape



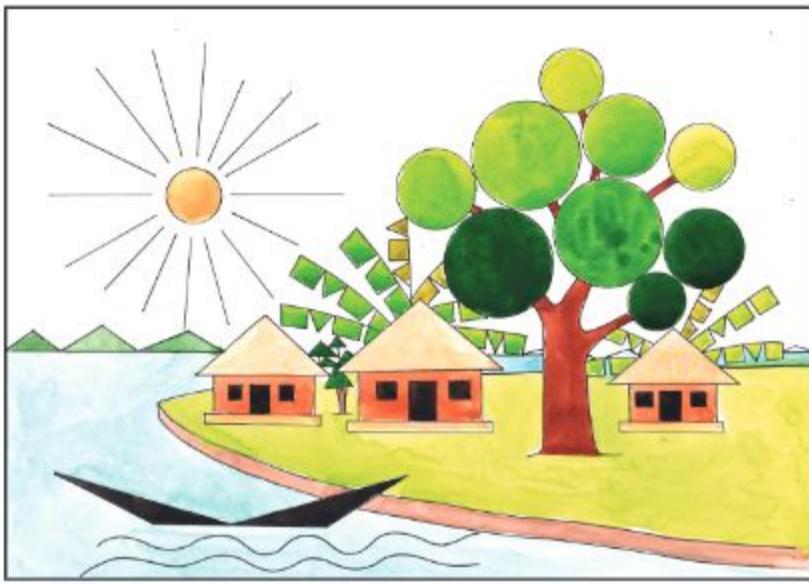
Let us draw the pictures using the following objects.



It is very interesting to draw pictures using the objects of different shapes.



Find out different shapes in the following pictures .



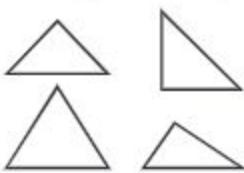


Let us
make the groups of
same shapes

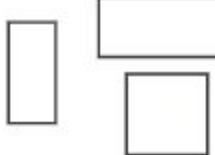
Round shape



Triangular shape



Rectangular shape



What types of shapes are these?



One shape is round, some shapes are rectangular and some shapes are triangular.

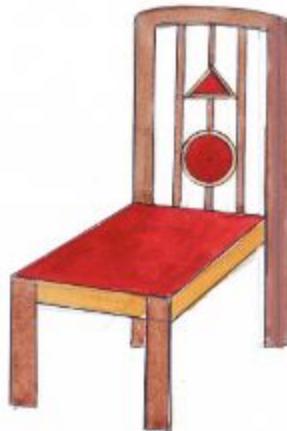


Let us match the red coloured shapes
drawing lines.

Round shape

Triangular shape

Rectangular shape





Geometry



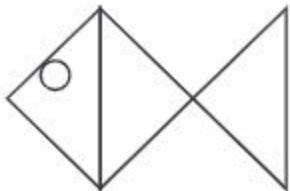
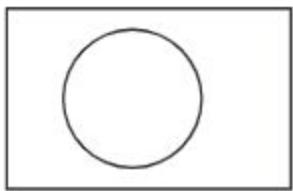
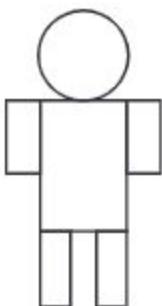
Let us make different objects using round, triangular and rectangular shape



I have made
scarecrow,
national flag and
fish.



Make shapes as
you like.



Make shapes as you like

Pattern

What will be the next?



What can you see in the picture?



Picture of some bats and balls.

I can see a kind of similarity in the picture.



In the picture I can see an arrangement - first a bat, then a ball.



What is the similarity here?



In the picture, the arrangement is – first a rectangle, then a triangle



So, what will be after that?





What will be the next?



I can see a similarity here too.

Two leaves and then a flower.



This kind of similarity in arrangement is called pattern.



What else can you use to make patterns like this?



I have made a pattern with A and B

A, B, A, B, A, B



Make some patterns as you wish and write in the blank box.



Which flower will be next?



China
rose



Night
jasmine



China
rose



Night
jasmine



China
rose



In the picture above, the arrangement is – first a China rose and then a Night jasmine.

That means China rose- Night jasmine, China rose- Night jasmine A pattern is formed by this arrangement. It is much like the pattern A, B, A, B,



The number of the petals of China rose is 5 and that of Night jasmine is 6.



The same pattern can be made with numbers like the patterns of flowers.

5

6

5

6

5

...



Let us make some patterns of numbers on our own.

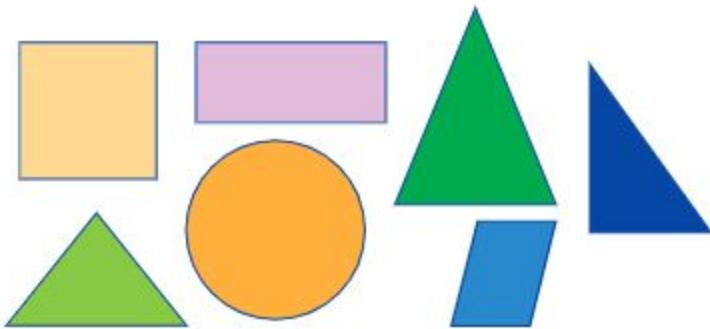


I have made a pattern with numbers.

1 2 1 2 1 2 1 2



Let us make some patterns with the shapes below and say.



Make patterns as you wish using the shapes above.



Let us find some more patterns around us.



I have seen such black and white rectangular patterns on the road.



That is a zebra crossing.
People use this to cross roads.





What will be the next?

(1)



(2)





What will be the next?

(1) A B A B A B A -----

(2) C D C D C D C D -----

(3) E F G E F G E F ----- E F G



Which number will be in the blank boxes?

(1) 1 2 1 2 1 2 1 ()

(2) 1 3 5 1 3 5 1 3 5 1 ()

(3) 7 5 7 5 7 5 ()

(4) 1 3 1 3 1 3 1 () 1 3 ()

(5) 2 4 6 2 4 6 2 4 ()

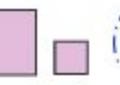
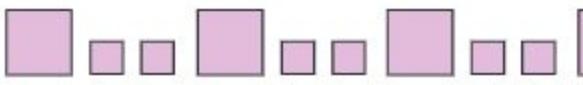
(6) () 8 9 7 8 9 7 8 9 7



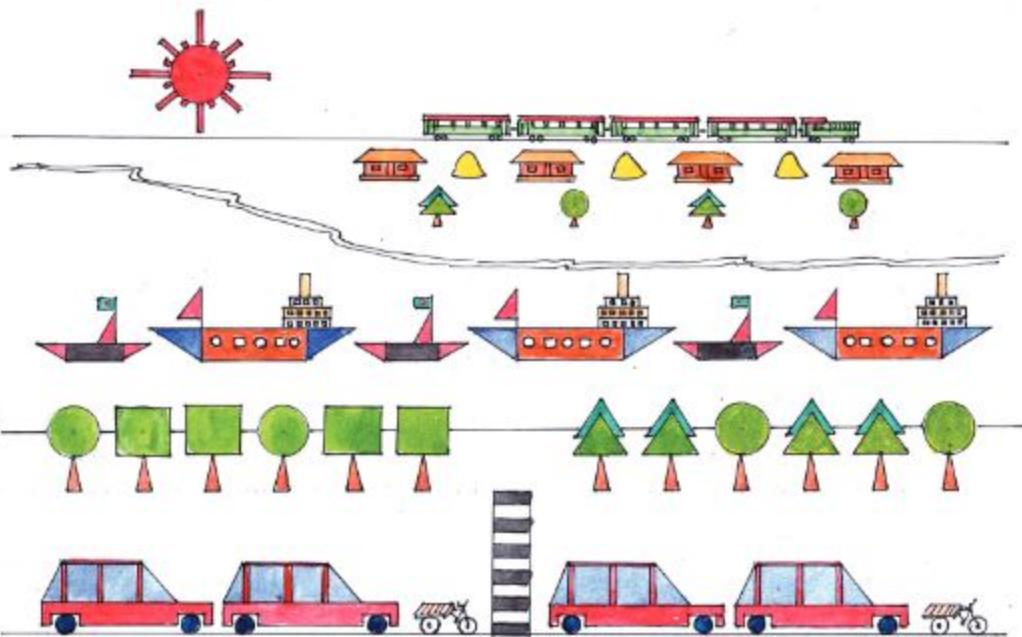
Pattern



What will be the next?



Find out patterns in the picture.



Numbers (41 to 100)

Let us read numbers with correct pronunciation: 41 to 100

41 forty one	51 fifty one	61 sixty one	71 seventy one	81 eighty one	91 ninety one
42 forty two	52 fifty two	62 sixty two	72 seventy two	82 eighty two	92 ninety two
43 forty three	53 fifty three	63 sixty three	73 seventy three	83 eighty three	93 ninety three
44 forty four	54 fifty four	64 sixty four	74 seventy four	84 eighty four	94 ninety four
45 forty five	55 fifty five	65 sixty five	75 seventy five	85 eighty five	95 ninety five
46 forty six	56 fifty six	66 sixty six	76 seventy six	86 eighty six	96 ninety six
47 forty seven	57 fifty seven	67 sixty seven	77 seventy seven	87 eighty seven	97 ninety seven
48 forty eight	58 fifty eight	68 sixty eight	78 seventy eight	88 eighty eight	98 ninety eight
49 forty nine	59 fifty nine	69 sixty nine	79 seventy nine	89 eighty nine	99 ninety nine
50 fifty	60 Sixty	70 seventy	80 eighty	90 ninety	100 hundred

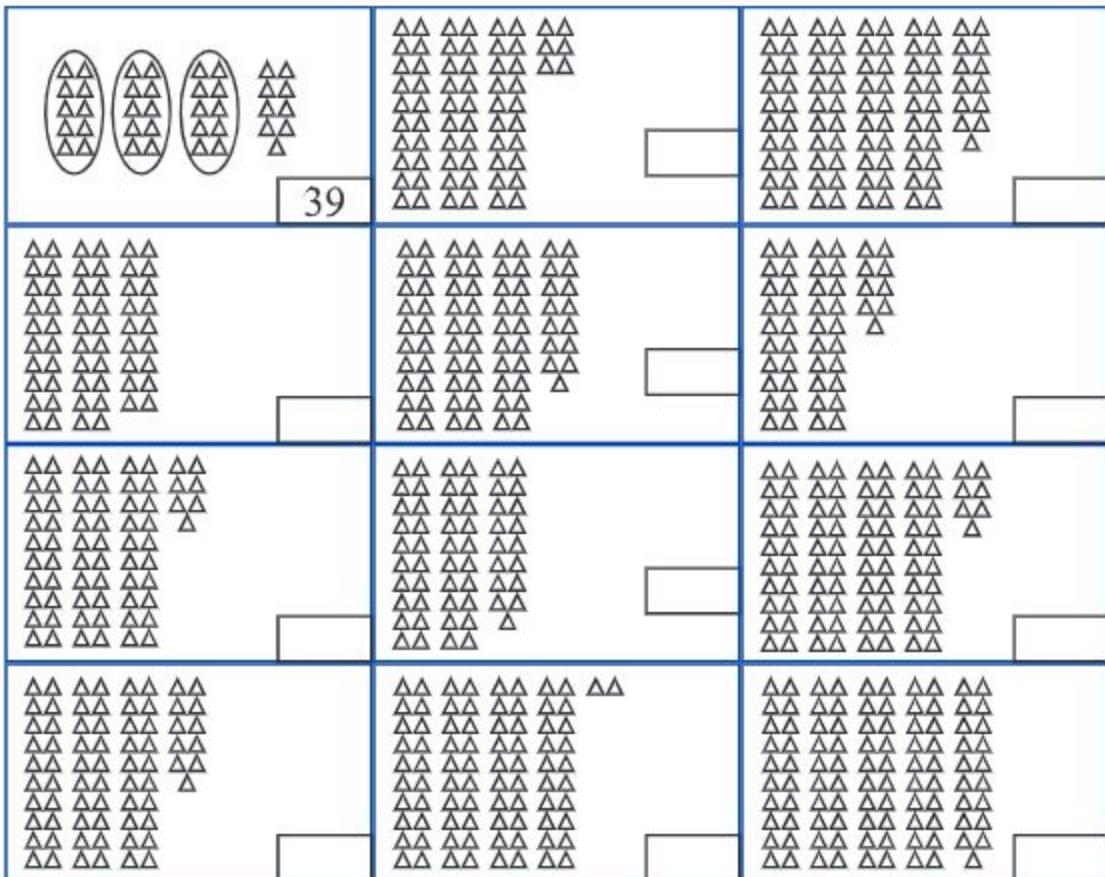


Numbers (41 to 100)

Let us read and write

read	write	read	write	read	write	read	write	read	write
1	1	21		41		61		81	
2		22		42		62		82	
3		23		43		63		83	
4		24		44		64		84	
5		25		45		65		85	
6		26		46		66		86	
7		27		47		67		87	
8		28		48		68		88	
9		29		49		69		89	
10		30		50		70		90	
11		31		51		71		91	
12		32		52		72		92	
13		33		53		73		93	
14		34		54		74		94	
15		35		55		75		95	
16		36		56		76		96	
17		37		57		77		97	
18		38		58		78		98	
19		39		59		79		99	
20		40		60		80		100	

Let us count numbers in groups of 10 and write in the blank boxes.



Let us write numbers in blank boxes in order.

- (1) 7, 8, , , 11, , 13, 14, , 16
- (2) 25, , , 28, , , 31, , , 34
- (3) 48, , , 51, , 53, , , 56,
- (4) 62, , , 65, , , , 69, , 71
- (5) 88, , 90, , , 93, , , , 97



Writing numbers in words (11 to 20)

Let us write the numbers in words in the blank boxes.

Let us count	Let us read	Let us write in words	
	11	eleven	eleven
	12	twelve	
	13	thirteen	
	14	fourteen	
	15	fifteen	
	16	sixteen	
	17	seventeen	
	18	eighteen	
	19	nineteen	
	20	twenty	



Write in digits and words.
Let us match drawing lines.

Numbers in digit	Numbers in words	Numbers in digit	Numbers in words
15○	○sixteen	17○	○thirteen
11○	○fifteen	13○	○eighteen
14○	○twelve	20○	○seventeen
16○	○eleven	18○	○nineteen
12○	○fourteen	19○	○twenty



Let us write the numbers in words (one is done for you).

13	thirteen	17	
18		11	
15		20	
12		14	
19		16	

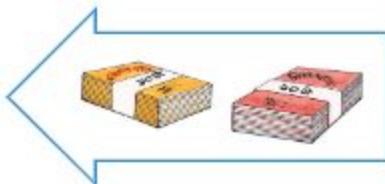


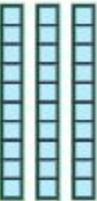
Addition

Addition



There were 30 notebooks. 20 more notebooks were bought later. How many are there in total now?



tens	ones
	
	

Explain how to calculate.



We can think about groups of 10. We will add two groups of tens with three groups of tens.



$$30 + 20 = \boxed{}$$

notebooks



Let us add.

(1) $40 + 10$

(2) $60 + 20$

(3) $40 + 50$

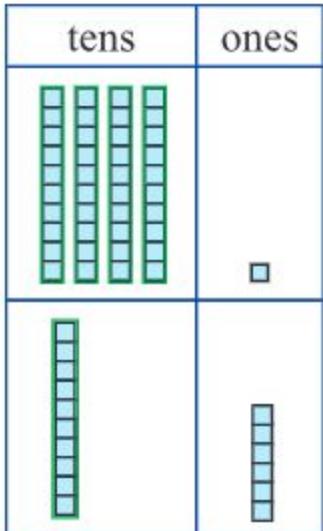
(4) $10 + 80$

(5) $30 + 30$

(6) $60 + 40$



How to calculate $41 + 16$?



Explain how to calculate.



We have to add digits of ones and tens separately.



$$\begin{array}{r}
 \begin{array}{|c|c|} \hline
 \text{tens} & \text{ones} \\ \hline
 4 & 1 \\ \hline
 \end{array}
 \\
 + \quad \begin{array}{r} 1 \quad 6 \end{array} \\
 \hline
 \begin{array}{r} 5 \quad 7 \end{array}
 \end{array}$$

We can calculate using the place value like the left



$$41 + 16 = \boxed{}$$



Let us add.

- (1) $32 + 20$
- (2) $40 + 15$
- (3) $51 + 14$
- (4) $56 + 23$
- (5) $22 + 44$
- (6) $34 + 62$



Addition



How to add the numbers below?

(1) $23 + 5$

tens	ones

We have to add digits of ones and tens separately.



tens	ones
2	3

$$\begin{array}{r}
 23 \\
 + 5 \\
 \hline
 \end{array}$$

See, there is nothing in tens place before 5.



$$23 + 5 = \boxed{}$$

(2) $4 + 32$

tens	ones

tens	ones
4	

$$\begin{array}{r}
 4 \\
 + 32 \\
 \hline
 \end{array}$$

$$4 + 32 = \boxed{}$$



Let us add

(1) $31 + 4$ (2) $43 + 6$ (3) $70 + 2$ (4) $62 + 5$

(5) $4 + 81$ (6) $9 + 50$ (7) $3 + 44$ (8) $7 + 92$



Let us add

(1)
$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$

(2)
$$\begin{array}{r} 3 \\ + 4 \\ \hline 1 \end{array}$$

(3)
$$\begin{array}{r} 6 \\ + 2 \\ \hline 9 \end{array}$$

(4)
$$\begin{array}{r} 4 \\ + 5 \\ \hline 0 \end{array}$$

(5)
$$\begin{array}{r} 6 \\ + 4 \\ \hline 1 \end{array}$$

(6)
$$\begin{array}{r} 5 \\ + 4 \\ \hline 5 \end{array}$$



Let us add.

(1) $30 + 60$ (2) $55 + 22$ (3) $27 + 41$ (4) $20 + 53$

(5) $5 + 71$ (6) $92 + 6$ (7) $53 + 35$ (8) $71 + 11$



In a classroom of a school, there are 23 boys and 25 girls. How many students are there in total?



Tithi has 27 coloured papers. Her father has given her 40 more coloured papers. How many coloured papers are there now with her?



Subtraction

Subtraction



Rafi has 25 story books and Tuli has 12.

How many more story books does Rafi have?

How will you calculate?

$$25 - 12 = \boxed{}$$

	tens	Ones	
Rafi			25
Tuli			12
Rafi has more			13

$$\begin{array}{r}
 & 2 & 5 \\
 - & 1 & 2 \\
 & 1 & 3
 \end{array}$$

$$25 - 12 = 13 \text{ Books}$$



Robi went to market with Tk. 34 and bought vegetables.

Now he has Tk. 14 left. How much money did he spend to buy vegetables?

$$\begin{array}{r}
 & 3 & 4 \\
 - & 1 & 4 \\
 \hline
 & 2 & 0
 \end{array}$$

$$34 - 14 = \boxed{}$$



We have to deduct ones digit from ones digit and tens digit from tens digit.



Subtract

(1)
$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 6 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ 5 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 4 \\ - 1 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ 3 \\ \hline \end{array}$$

(4)
$$\begin{array}{r} 3 \\ - 3 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ 1 \\ \hline \end{array}$$

(5)
$$\begin{array}{r} 4 \\ - 4 \\ \hline \end{array} \quad \begin{array}{r} 1 \\ 1 \\ \hline \end{array}$$

(6)
$$\begin{array}{r} 2 \\ - 2 \\ \hline \end{array} \quad \begin{array}{r} 0 \\ 0 \\ \hline \end{array}$$

(7)
$$\begin{array}{r} 3 \\ - \\ \hline \end{array} \quad \begin{array}{r} 9 \\ 2 \\ \hline \end{array}$$

(8)
$$\begin{array}{r} 3 \\ - \\ \hline \end{array} \quad \begin{array}{r} 5 \\ 0 \\ \hline \end{array}$$

(9) $35 - 13$ (10) $47 - 26$ (11) $31 - 11$

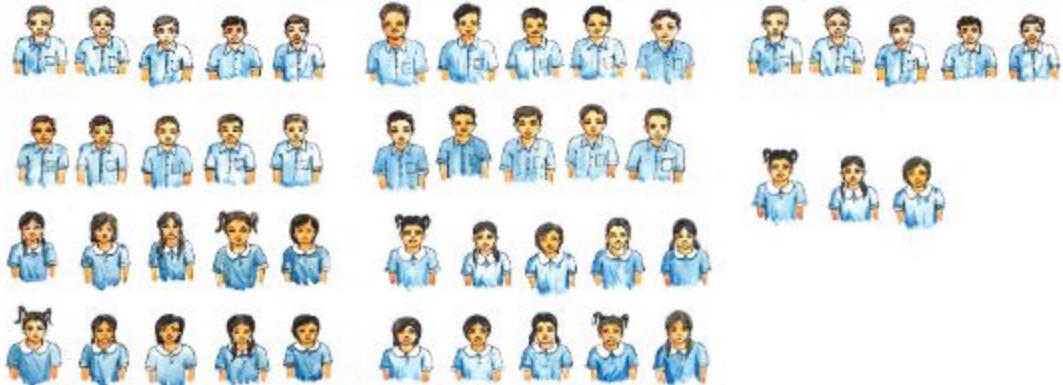
12. Tania had 37 pieces of white paper. She used 15 pieces of paper to draw pictures. How many pieces of white paper are left with her?
13. Sadi has Tk.27 but he wants to buy a toy by Tk. 47. How much more money does he need to buy the toy?
14. In a school, there are 32 students in class two and 44 students in class one. Which class has more students? How many more?
15. A story book has got 50 pages. Riya has read up to 30 pages. How many pages are left to read?
16. Make a story using the subtraction of '35–17'.



Subtraction



In a class there are 48 students. 25 of them are boys.
What is the number of girls?



How will you calculate this?

$$\boxed{} - \boxed{} = \boxed{}$$

	Groups of 10	Groups of 1	
Total students			$48 - \begin{array}{ c c }\hline 4 & 8 \\ \hline 2 & 5 \\ \hline 2 & 3 \\ \hline \end{array}$
Boys			23 girls
Girls			$\boxed{}$

1. Let us subtract

(1) $37 - 13$

(2) $49 - 17$

(3) $38 - 15$

(4) $69 - 17$

(5) $83 - 21$

(6) $99 - 33$

$$\begin{array}{r} 5 \ 9 \\ - 2 \ 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \ 7 \\ - 3 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \ 9 \\ - 3 \ 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \ 7 \\ - 5 \ 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \ 6 \\ - 3 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \ 7 \\ - 2 \ 5 \\ \hline \end{array}$$

2. Sami went to shop with Tk.75. He bought an exercise book and a pen. He gave Tk. 53 to the shopkeeper. How much money is left with him?
3. Riyad has got 57 mango trees and 33 jackfruit trees in his garden. Which tree is more in numbers? How many more trees are there?
4. Fahad had Tk.33. His father gave him some money. Now he has Tk.75. How much money did his father give him?
5. In the playground of a school, 44 students of class one were playing. Some students of class two went to play there. So, now there are 79 students in total. How many students of class two went to play?
6. In a cricket match, Rafi has scored 37 runs and Ovi has scored 22. How many more runs did Rafi score than Ovi?

Bangladeshi Currency

What are the currencies of Bangladesh?



I have seen coins of
Tk. 2 and Tk. 5.

I can identify
Tk. 5 coin and
Tk. 10 note.



Coins and notes of Bangladesh



Tk. 1



Tk. 2



Tk. 5

	Tk. 1	
	Tk. 2	
	Tk. 5	
	Tk. 10	
	Tk. 20	
	Tk. 50	
	Tk. 100	



Bangladeshi Currency



Let us draw a line to match.

Tk. 2



Tk. 5



Tk. 100



Tk. 20



Tk. 10



Tk. 50





If Reza has the notes (Taka) below, how much money does he have?



What are the prices of the things?



Tk.



Tk.



The price of 1 toy is Tk.60. Which coins or notes (Taka) will you use to buy the toy below?

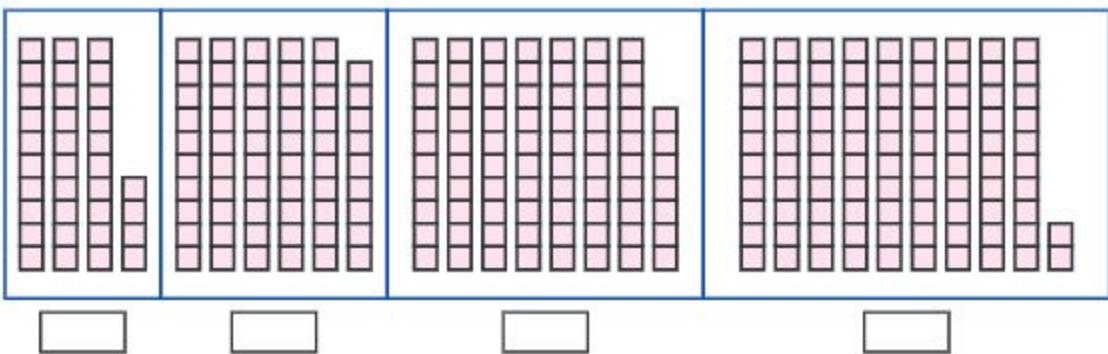




Do myself

Let us do

Let us count the blocks and write their numbers in the blank boxes.



2. Let us match by drawing lines.

4 tens 9	82	47	6 tens 9
5 tens 7	49	69	9 tens 9
8 tens 2	79	75	4 tens 7
7 tens 9	95	99	8 tens 9
9 tens 5	57	89	7 tens 5

3. Let us write the numbers from 25 to 40.
4. Let us count numbers from 42 to 65 and write them in numbers.
5. Let us count numbers from 60 to 76 and write them in numbers.
6. Let us count numbers from 80 to 98 and write them in numbers.
7. Let us put tick mark (\checkmark) on the greater number.

75	57
----	----

69	96
----	----

87	78
----	----

59	95
----	----

85	58
----	----

8. Let us circle (○) the smaller number.

52	25
----	----

39	49
----	----

65	56
----	----

70	80
----	----

89	98
----	----

9. Let us put tick mark (\checkmark) in the boxes with numbers from greater to smaller.

35, 48, 57, 66, 70

70, 66, 57, 48, 35

98, 80, 95, 72, 82

86, 77, 67, 50, 45

10. Let us arrange the numbers from smaller to greater.

60, 67, 61, 69, 68	
--------------------	--

42, 40, 54, 65, 47	
--------------------	--

43, 54, 85, 58, 68	
--------------------	--

65, 77, 92, 85, 58	
--------------------	--



Do myself

11. Let us arrange the number from greater to smaller.

59, 45, 51, 68, 48	
72, 79, 69, 59, 89	
80, 90, 93, 87, 99	
47, 70, 56, 81, 98	

12. Let us write in words.

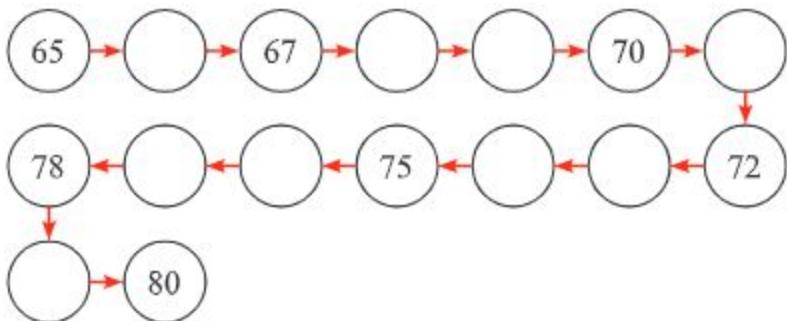
- (1) 12 (2) 18 (3) 15 (4) 19 (5) 13 (6) 17

13. Let us write in numbers.

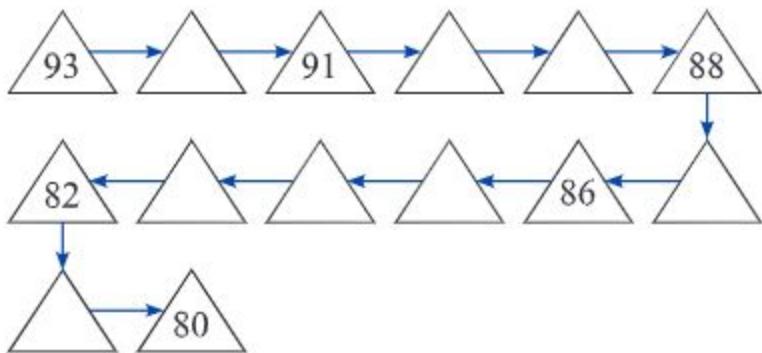
- (1) thirteen (2) sixteen (3) eleven
(6) nineteen (5) fourteen (6) twenty

14. Let us write numbers inside the blank circles.

Smaller to greater



Greater to smaller



15. Let us add.

- | | | | |
|--------------|--------------|--------------|--------------|
| (1) $10 + 6$ | (2) $12 + 5$ | (3) $11 + 7$ | (4) $16 + 3$ |
| (5) $0 + 0$ | (6) $8 + 5$ | (7) $9 + 4$ | (8) $6 + 8$ |
| (9) $7 + 8$ | (10) $5 + 7$ | (11) $9 + 6$ | (12) $9 + 8$ |

16. Let us add.

- | | | |
|---------------|---------------|---------------|
| (1) $15 + 24$ | (2) $54 + 31$ | (3) $0 + 70$ |
| (4) $24 + 53$ | (5) $48 + 21$ | (6) $33 + 56$ |

(7)

	3	7
+	4	1

(8)

	4	5
+	4	2

(9)

	2	9
+	5	0

17. Halima had 25 storybooks. She bought 12 more books from a book fair. How many books does she have now?

18. In a cricket match, Rafid's team scored 45 runs and Sami's team scored 33 runs. How many runs were scored by two teams in total?

19. There are 36 boys and 43 girls in class one in a school. How many students are there in class one of that school?

20. Sumon bought books for Tk. 55 and pens for Tk. 33. How much did he spend?

21. A bouquet has been made with 37 roses and 40 marigolds. How many flowers are used in total to make the bouquet?



Do myself

22. Let us subtract.

(a) $70 - 30$

(b) $60 - 40$

(c) $80 - 50$

(d) $90 - 60$

(e) $80 - 80$

(f) $100 - 20$

(g) 5 0
 - 2 0

(h) 4 0
 - 3 0

(i) 8 0
 - 3 0

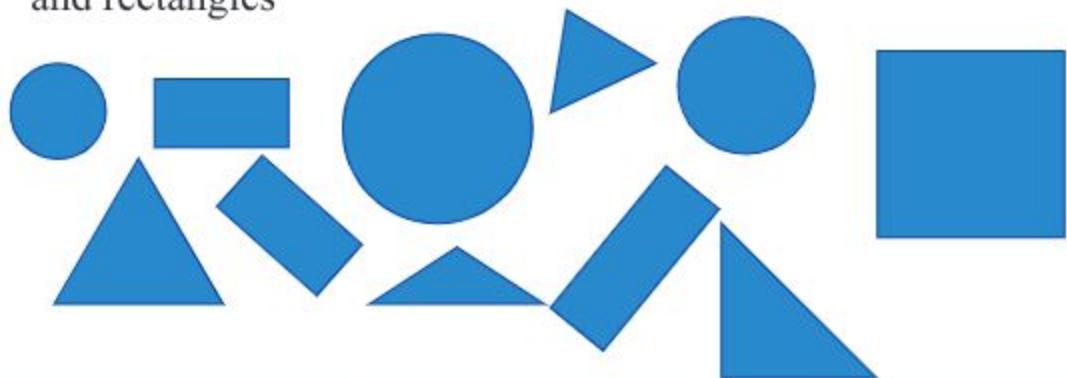
(j) 7 0
 - 5 0

(k) 6 0
 - 3 0

(l) 9 0
 - 1 0

23. Molly went to the shop with Tk. 70. She bought a notebook by Tk. 40. How much money was left with her?
24. There were 90 jackfruit saplings at Mr. Amin's Nursery. He sold 50 saplings last week. How many jackfruit saplings are there in the nursery now?
25. In a cricket match, Fahim's team scored 55 runs and Liton's team scored 89 runs. Which team scored more and by how many runs?
26. Make a story with the subtraction $77 - 25$.

27. Arrange the pictures according to the shapes of circles, triangles and rectangles



triangles	circles	rectangles

28. What will be next?

- (a) 3 5 3 5 3 5 3 5 _
- (b) 7 9 4 7 9 4 7 9 _
- (c) L N P L N P L N _
- (d) ● ★ ★ ● ● ★ ★ ● _
- (e) ▲ ▲ ■ ■ ▲ ▲ ■ ■ ▲ _

The end

Academic Year 2025, Class One–Math

Always speak the truth.

Call **333** (Call Centre) for information, services and remedy of social problems.

Call **109** (Toll free, 24 hours) National Help Centre to redress and prevent violence against women and children.



National Curriculum and Textbook Board, Bangladesh

For free distribution by the Government of the People's Republic of Bangladesh