In this thesis the environment of the Walk is used as the instrument that can help you to understand a number as a operator or an address and to make sense of arithmetical operations such as algebraic addition and substraction too. The preparatory part details the environment of the Stepping and its affiliated environment of Stairs. In the experimental part are presented 4 experiments that were realized with children from the mentioned environment of first, second and fourth forms of the first-degree of the elementary school. In the analysis is disclosed and described a spectrum of cognitive and interactive effects.