

Camillo Bortolato

# THE LINE OF 20



 **® METODO  
ANALOGICO  
BORTOLATO**

**Erickson**

**T**he *Line of 20* is a way to learn numbers and calculations in the first year of primary school. It can even be used as part of the pre-scholastic activities in kindergarten. It is not a new invention but the reintroduction of the natural way of learning. It is a revolution towards simplicity, because it starts from the intuitive abilities of each child who comes to school full of information about numbers and the desire to learn.



The *Line of 20* represents our hands, which have always been the fundamental tool for performing mental calculations.



For the initial activities it is possible to place a *strip* with the numbers 1-20 on the instrument. The strip can be removed early on so as not to disturb the perception of quantities during the calculation process.



The full-color *book* presents the program to be carried out day by day in order to achieve the skills required by the mathematics program on numbers within 20 (but also to 100 and 1000), and presents addition, subtraction, and word problems. Pattern drawings and mandalas help provide relaxation after the hard work and effort.



The *Teacher's Guide* (which can be used by parents who want to use the program at home) clarifies the principles of the method and provides practical instructions for its use exercise by exercise.



**The Bortolato Analogical Method** relies on children's intuition to transform learning into a joyful flight of discovery. More than a million children have already used it successfully.



€ 14,80

Book + Line of 20 tool + Strip of 20  
+ The Guide (not to be sold separately)



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# NUMBERS – COMPREHENSION

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- 1 To start, count by lifting up one peg at a time until you reach the end.



- 2 Now start from the right counting one peg at a time.



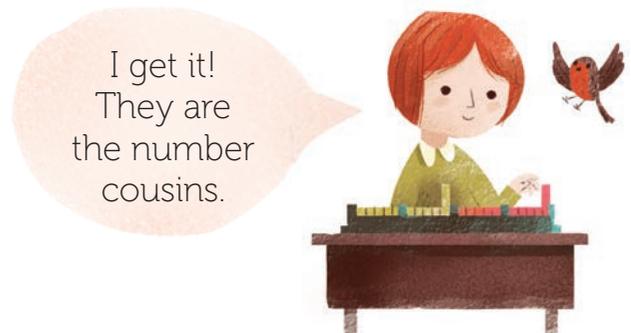
3 Lift up peg number 5.



4 Lift up 5 pegs without counting them one at a time.



5 Lift up pegs 1 and 11, 2 and 12, and then continue this game.



6 Above all remember that you mustn't count peg by peg.



Now it's time to write the numbers using the correct symbols.



I'm ready!

Before writing the number of coloured dots, read them many times.

●●●●●● ●○○○○○  
□

●●●●●● ○○○○○○  
□

●●●●●● ●●●○○○  
□

●●●●●● ●○○○○○  
□

●●●●●● ●●●●○○  
□

●●●●●● ●●●●●●  
□ □

○○●●●● ●●●●●●  
□

●●●●●● ●●●●●●  
□ □

●●●●●● ●●●●●● ●  
□ □

○●●●●● ●●●●●●  
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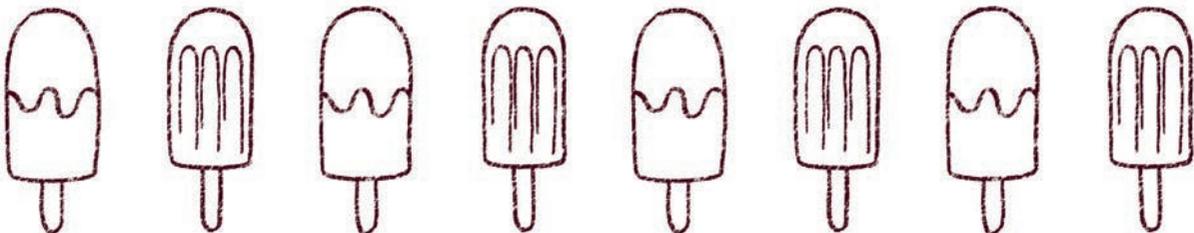
○○○○●● ●●●●●●  
□

●● | ●●●●●● ●●●●●●  
□ □

○○○○○ ○●●●●●  
□

○○○●●● ●●●●●●  
□

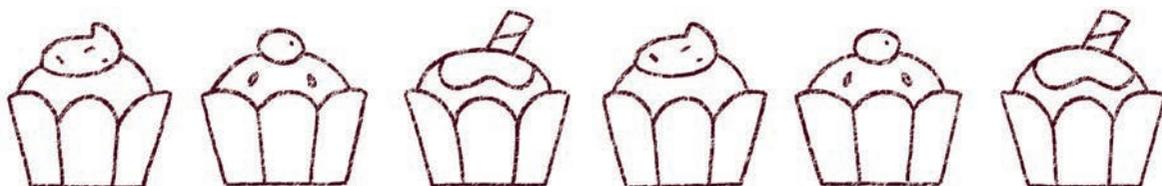
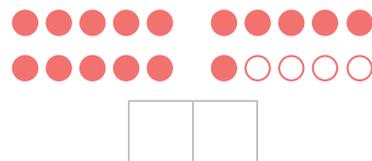
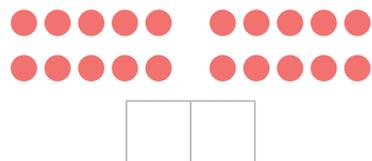
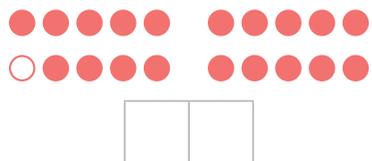
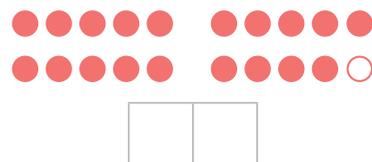
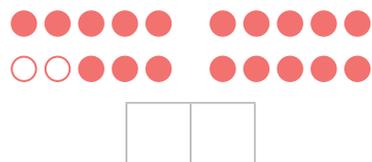
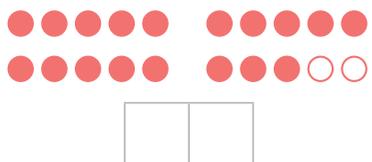
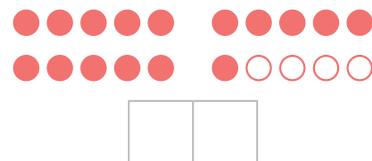
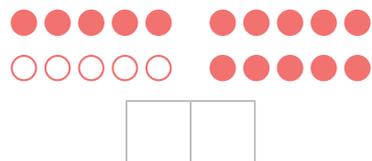
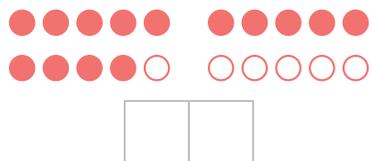
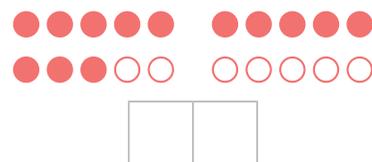
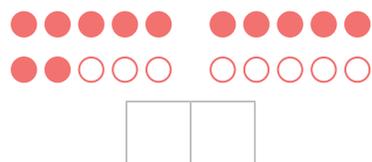
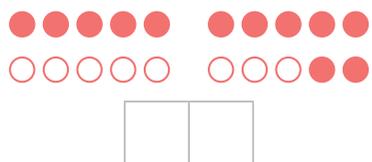
●●●● | ●●●●●● ●●●●●●  
□ □



Before writing the numbers, practice reading the quantities quickly.



I see: numbers have a long name written in a short way.



# NUMBERS – ADDITION

Pick up the tool again because I am going to teach you to do your first addition.

$$5 + 7 =$$



I lift up 5 pegs.



I lift up another seven pegs without counting them one by one.



I read 12.  
It's like magic!



The tool helped you.  
But remember, if you want to become quick you shouldn't lift up the pegs one by one.





Number five is the easiest.

Work them out with the tool.

$5 + 2 = \square$

$5 + 3 = \square$

$5 + 1 = \square$

$5 + 4 = \square$

$5 + 5 = \square \square$

$5 + 5 + 2 = \square \square$

$5 + 5 + 3 = \square \square$

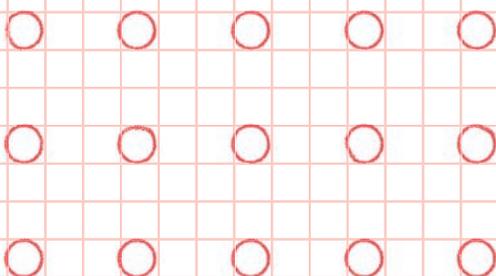
$5 + 5 + 1 = \square \square$

$5 + 5 + 4 = \square \square$

$5 + 5 + 5 = \square \square$

Circle the results: 7 9 10 8 6

Circle the results: 12 14 13 11 15

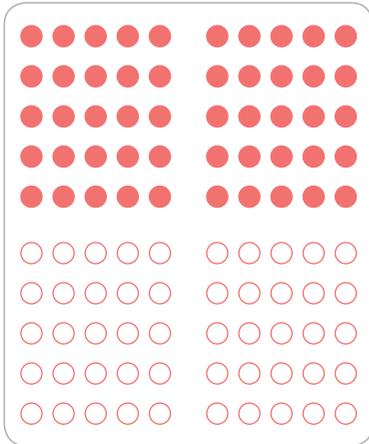


Complete the drawing and then do a similar one in your exercise book.

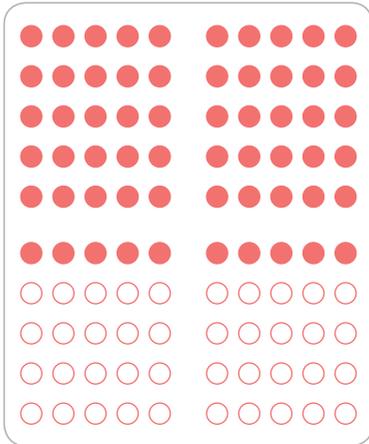


5 rows are 50 dots.  
I don't need to count them  
every time!

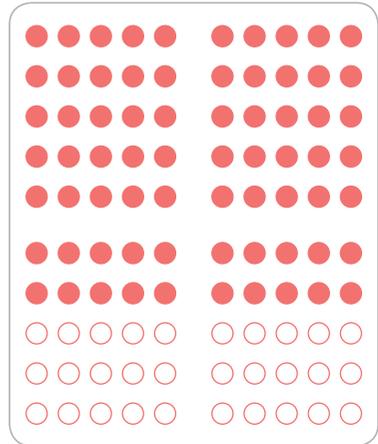
Write the number  
of red dots.



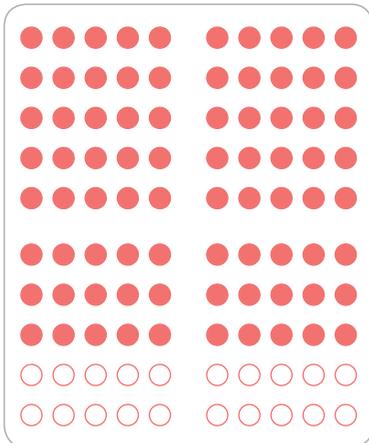
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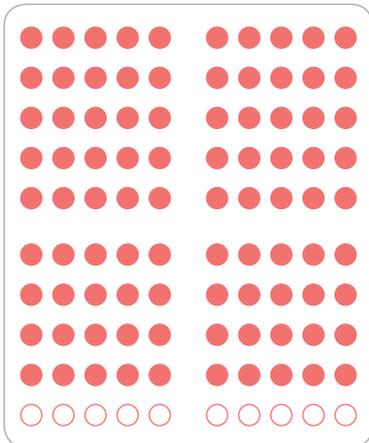
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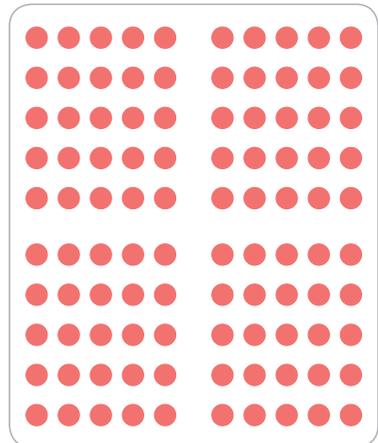
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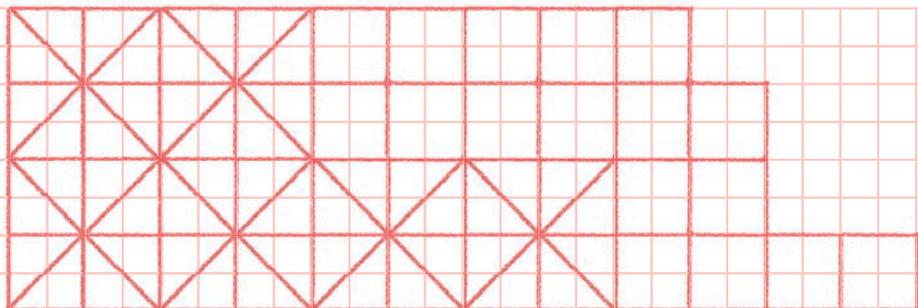


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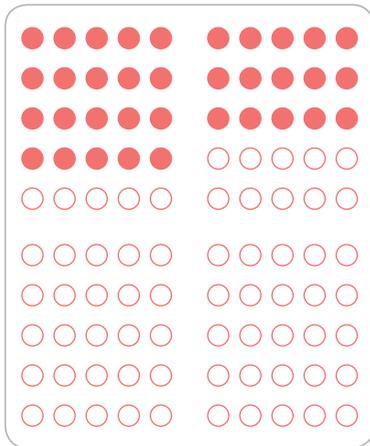
Complete the  
drawing and  
then draw one  
in your exercise  
book.



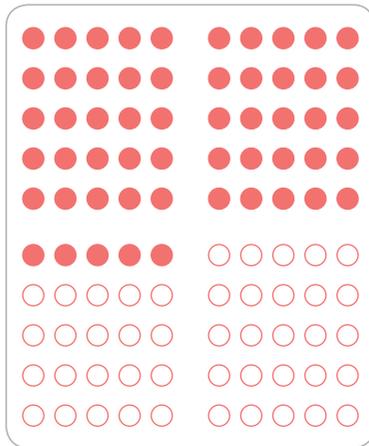


First, I count the whole group of ten, and then I add the other dots.

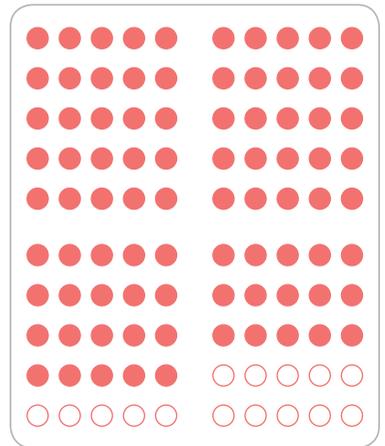
Write the number of red dots.



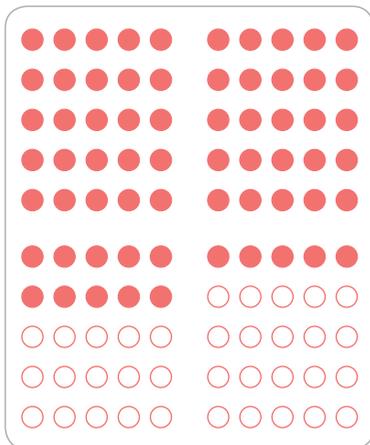
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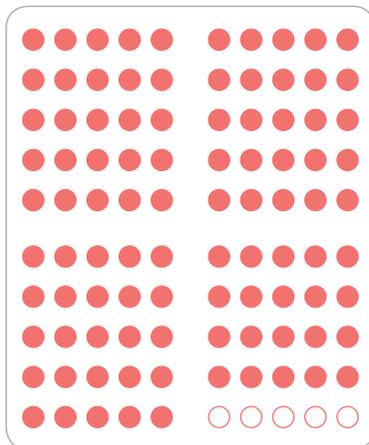
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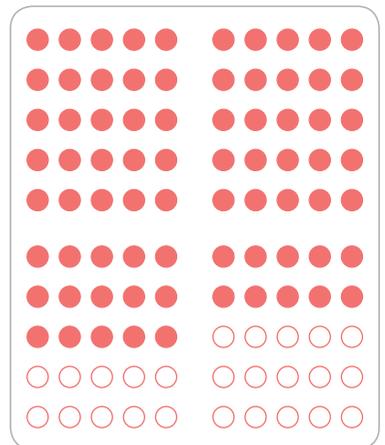
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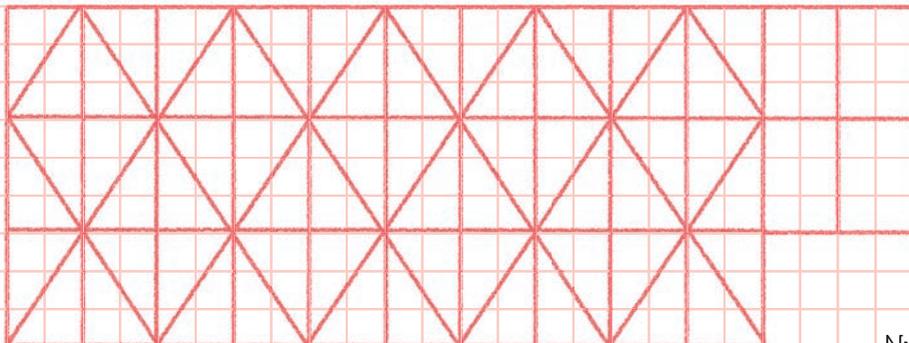
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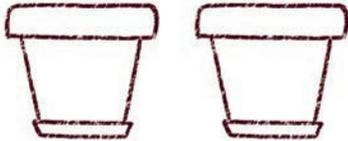




To understand word problems, expression like «more» and «less» are important.

Read and complete the pictures.

17



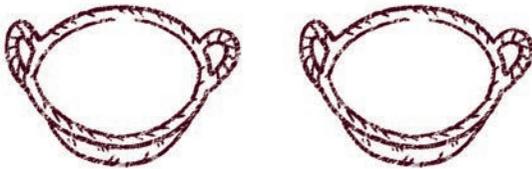
In the first vase there are three flowers.  
In the second one, there is one flower **less**.

18



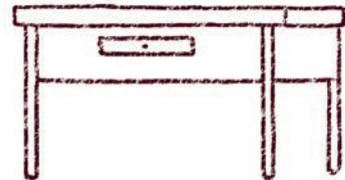
In the first glass there are five straws.  
In the second one there are **less** straws.

19



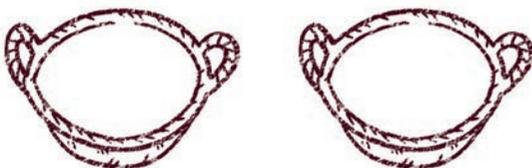
In the first basket there are three oranges.  
In the second one there are three **more**.

20



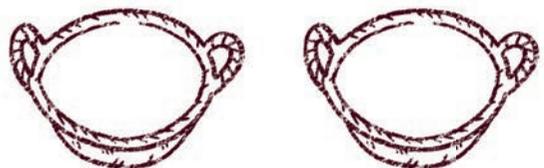
There are five balls on the table, while under the table there are three **less**.

21



The first basket has three little balls in it.  
The second basket has **more**.

22



The first basket has five balls in it.  
The second basket has **just as many**.



I need to try and understand what is written in the word problems, even when it is long.

Read and colour.

23



There is a train with seven wagons.

The **first one** is green.

The **second one** is the same colour as the first one.

The **third one** is yellow.

The **last one** is the same colour as the first one.

The **rest of them** are light blue.

24



There is a row of seven cups.

The first one is green.

The second one is light blue.

The third and the fourth ones are the same colour as the first one.

The **rest of them** are pink.