

Working with books to develop creativity

A book can be a powerful device if “manipulated” properly. Working with books can increase the creativity in young people as well as the pleasure and desire for reading more. As previously stated the desire to read a book could be born from the choice of the proper book.

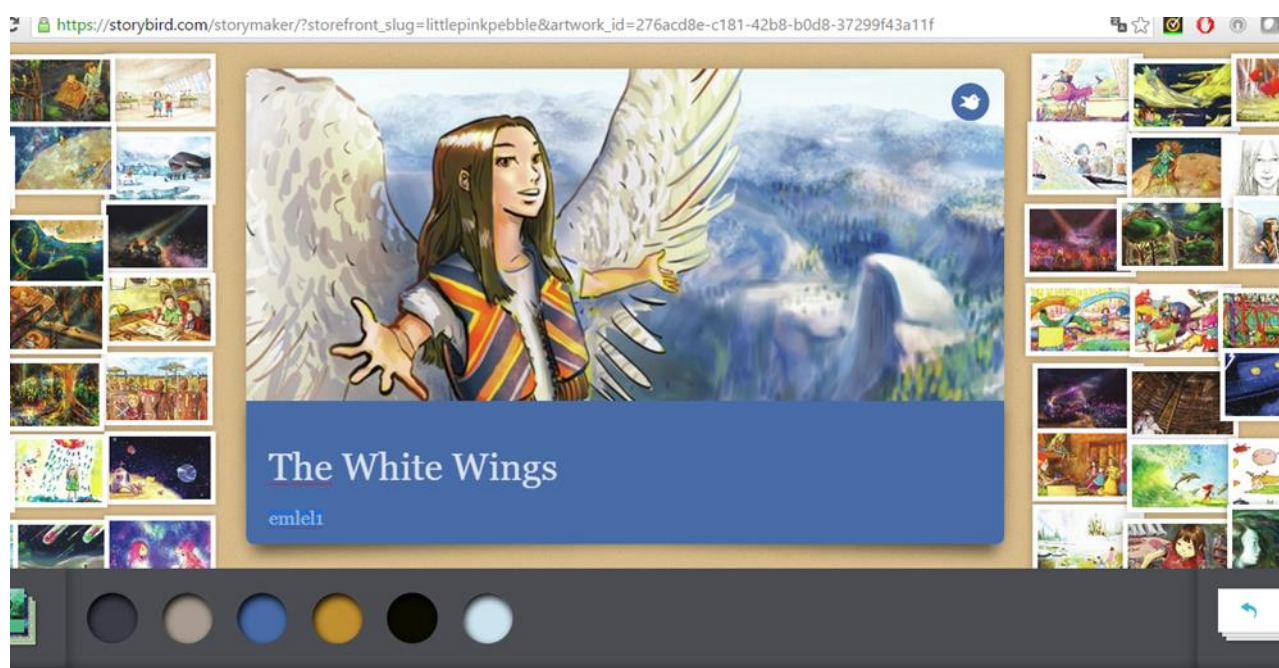
In fact if we think about the success of teenagers books such as Harry Potter’s (J.K.Rowling, 1997-2007) in the past or Twilight (S.Meyer, 2005-2008) or Hunger Games’ (S. Collins, 2008-2010) sagas in most recent years we realize how important is the connection among different medias in nowadays teenagers’ life and so it is difficult to say if the movie or the books have taken one or the other more advantage but it is really patent how the interest in books have to be supported by most common medias to teenagers.

It’s also the case of a wide range of literature linked to some of the most popular videogames such as the HALO (AA.VV. ,2001-2015) saga taken form one of the most popular videogames for youngsters . So in order to increase the habit to read a book working and exploiting their contents , in an inverted order as the examples before, can be really useful ,in particular choosing as basis a popular book. Reading comprehension techniques can be really useful to create a basis to work at school or at home. They are based on the fact that a text can be exploited to not only search the main meaning but also to understand better how the characters act and feel. Filling charts and answering questions on the passage to be read manipulating the stories changing dates and times and renewing the plot from a different points of view with guided activities can increase curiosity towards the way in which a book is written or can be read. These activities can lead to the creation of new stories based on already stated plots using different digital devices such as Storybird (<https://storybird.com>).

Storybird is a really interesting tool as it gives not only the chance to summarize in a visual effective way a story, a book the students read, but it gives also the opportunity

to build up a new story using images which can give tips for their creativity . Moreover it has in its platform several ready books made by people using it that can help younger reader to increase their curiosity towards reading and writing. The storybook is made up of pages with images and narrative parts; it can be composed of different pages and can have different layouts. It is made up for each user but in particular for educators and provides a virtual class group to work in it collaboratively. Each student can contribute to create a group story or can produce his/her own personal one, At the end of the work they will have an online storybook made by themselves. They can exchange and read each other's story but they can also show it as slides and use it as a support for reading in a narrative way or they can print the pages and use it as support for reading it aloud to their schoolmates. Moreover they will have the chance to share on the net platform their products and read different titles published in it comparing what they did to what is already at their disposal. This tool works on the main smartphones too and in this way, they can have a basic library along with them made also by themselves. Images are inspirational and students are better disposed to take time to read or write as well as they know they can do it also on their mobiles.

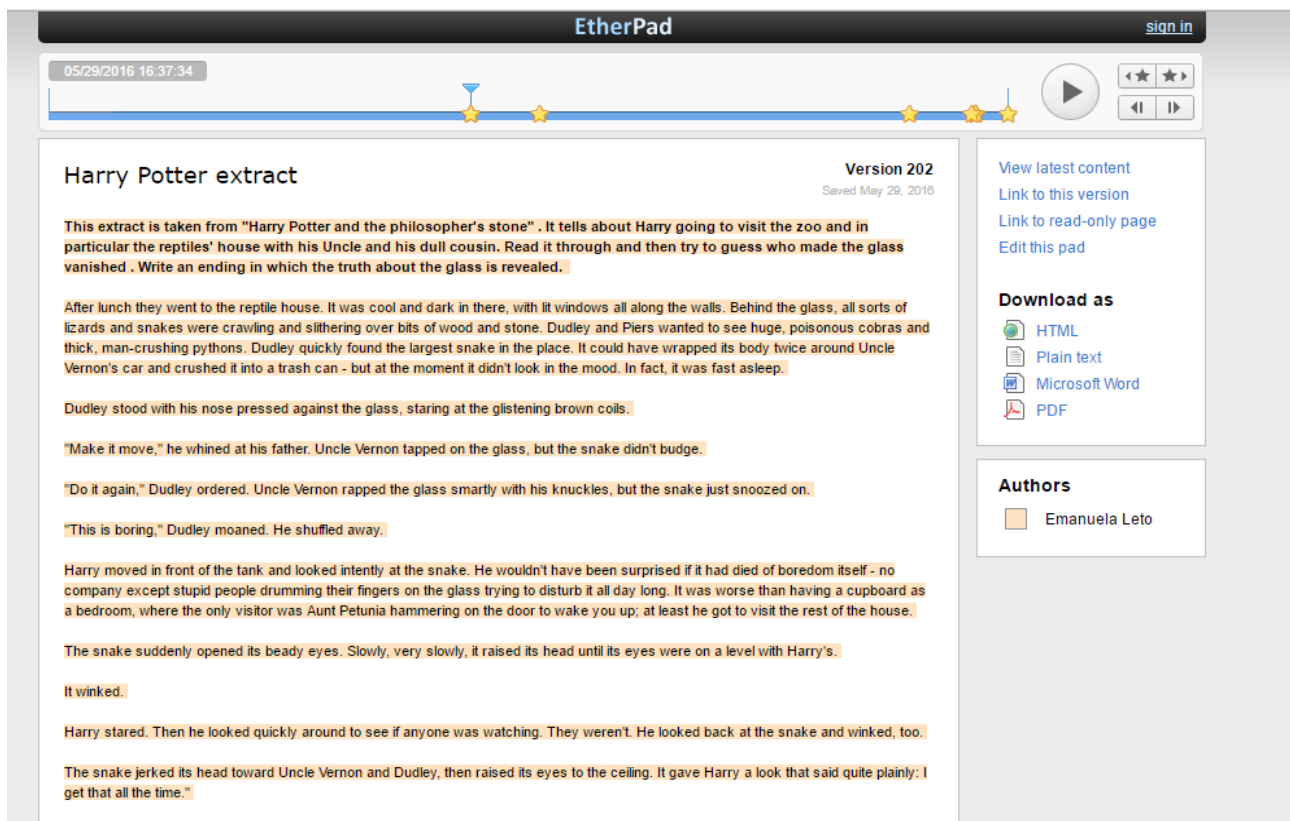
Example of Storybird creative story platform



Another activity of that kind can be accomplished through the use of the TITANPAD platform as well. Titanpad(www.titanpad.com) gives the chance to write in collaborative way on a digital white pad and to post comments on one side of the screen as the work goes on . It can be used in all devices , tablets, personal computers and smartphones, and this has a basic relevance as it is really close to the teenagers' daily life, such as the Storybird tool.

It's only simpler and more immediate and it can be a really meaningful starting point to implement reading and much more writing skills. Nonetheless, it is patent that writing strengthens creativity and creativity feeds on reading too. Moreover, both skills are so closely related that developing one strictly implies the subsequent development of the other.

Examples of titanpad use to create collaborative stories



The screenshot displays the EtherPad interface. At the top, the title "EtherPad" is centered, and a "sign in" link is on the right. Below the title bar, a timestamp "05/29/2016 16:37:34" is shown on the left, and a navigation bar with a play button and star icons is on the right. The main content area is titled "Harry Potter extract" and includes a "Version 202" label with the text "Saved May 29, 2016". The text of the extract is displayed in several paragraphs, with some words highlighted in yellow. On the right side of the interface, there are two panels: "Download as" with options for HTML, Plain text, Microsoft Word, and PDF; and "Authors" with a single author listed as Emanuela Leto.

05/29/2016 16:37:34

Harry Potter extract Version 202
Saved May 29, 2016

This extract is taken from "Harry Potter and the philosopher's stone". It tells about Harry going to visit the zoo and in particular the reptiles' house with his Uncle and his dull cousin. Read it through and then try to guess who made the glass vanished. Write an ending in which the truth about the glass is revealed.

After lunch they went to the reptile house. It was cool and dark in there, with lit windows all along the walls. Behind the glass, all sorts of lizards and snakes were crawling and slithering over bits of wood and stone. Dudley and Piers wanted to see huge, poisonous cobras and thick, man-crushing pythons. Dudley quickly found the largest snake in the place. It could have wrapped its body twice around Uncle Vernon's car and crushed it into a trash can - but at the moment it didn't look in the mood. In fact, it was fast asleep.

Dudley stood with his nose pressed against the glass, staring at the glistening brown coils.

"Make it move," he whined at his father. Uncle Vernon tapped on the glass, but the snake didn't budge.

"Do it again," Dudley ordered. Uncle Vernon rapped the glass smartly with his knuckles, but the snake just snoozed on.

"This is boring," Dudley moaned. He shuffled away.

Harry moved in front of the tank and looked intently at the snake. He wouldn't have been surprised if it had died of boredom itself - no company except stupid people drumming their fingers on the glass trying to disturb it all day long. It was worse than having a cupboard as a bedroom, where the only visitor was Aunt Petunia hammering on the door to wake you up; at least he got to visit the rest of the house.

The snake suddenly opened its beady eyes. Slowly, very slowly, it raised its head until its eyes were on a level with Harry's.

It winked.

Harry stared. Then he looked quickly around to see if anyone was watching. They weren't. He looked back at the snake and winked, too.

The snake jerked its head toward Uncle Vernon and Dudley, then raised its eyes to the ceiling. It gave Harry a look that said quite plainly: I get that all the time."

Download as

- HTML
- Plain text
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Authors

- Emanuela Leto

Harry noticed that the glass had been broken and removed the remaining pieces. MR Dudley so he tried to talk to the snake but nothing; the animal would not hear. Harry then asked the buoy if he had seen anything or anyone suspicious but to no avail. After a while Uncle Vernon nodded to his friend to "proceed with the plan" and even the snake was scaparro. So according Harry explains the disappearance of the glass of the cage and the buoy have also confirmed Uncle Vernon that for a moment of madness broke the glass to capture the snake "talking".

The young wizard saw the shards of glass on the floor. Immediately he made them disappear, hiding them. He asked, then, the big snake Boa if he knew who had broken, and received no answer. To solve the problem he thought Uncle Vernon in a moment of rage, trying to catch the snake, he broke the glass.

The glass was disappeared because Harry Potter, to punish the cousin who had driven him had made a magic, that do to get rid the glass to fall him in the water. After a time, Petunia searched some help to save her son Dodley and get him out the water.

The glass disappeared because Harry is a little wizard and He don't know to control his powers. In his head he wanted to help the snake.

Harry didn't know to be a wizard, but in his life he had already happened similar things.

Inside the zoo Uncle Vernon hit the glass to move the snake who was behind it. The cousin of Harry said "it's boring" and he went with uncle watching other animals.

Harry went to the snake and he realized he could speak with him!

The snake told him his life, he said he had never been free.

The cousin of Harry ran toward the snake, throwing Harry at the ground.

Harry thought as he fell to the serpent, for that, when he opened his eyes, Harry noticed that the glass was disappeared.

To make the window disappear was Harry, involuntarily. Suddenly the glass is closed; Dudley and Piers were locked in the Boa case. They spent a few hours. Uncle Vernon broke the glass and brought out the two boys. They returned at home and began Uncle Vernon in Harry punishment for having put his cousin in danger. And that was how Harry found that he was a magician.