



# White paper Books at your fingertips



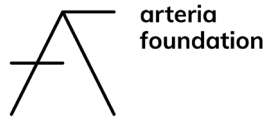
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# White paper: Books at your finger tips



This guidebook has been produced by the **ABIbooks - Acquisition of Basic skills through Interactive books** project consortium, which consists of:



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## INTRODUCTION

*"[...] Even inventing stories is also a serious thing"*

These are words quoted by the great master and children's book author Gianni Rodari, which explain how narration is a central part of learning processes.

Storytelling is a natural human inclination: it is expressed in listening, understanding and creating stories and evolves, over time, in combining tradition and innovation. Digital storytelling can be considered a new pedagogical tool to support learning and acquisition of basic skills in the linguistic and logical-mathematical fields.

### Why a library?

ABIbooks promotes the possibility of easily using a wide range of tools useful for custom-made teaching, most of which are free. The books found in the library are for children aged between 3 and 8 and can be used in different contexts and situations: at school, at home with the family, in the hospital and in distance teaching contexts, playrooms, home-schooling, laboratory activities with children with learning disorders or difficulties, in summer camps and in after-school activities.

## Why on your fingertips?

An interactive digital world opens up just with a simple click: it promotes, in addition to the acquisition of content and notions, operational independency and divergent thinking. Children have easy access to the European key competence of learning just by opening the virtual door to the world of knowledge and know-how in a playful manner.

## Where is the innovation?

The novelty lies in creating books: the book is no longer just the prerogative of publishers/editors, but it is a product coming from the interaction between experiences and skills of professionals in educational fields, teachers and pedagogy. Last but not least, parents who approach the interactive digital book find library tools and good practices as an aid in supporting their children while developing learning skills and experimenting new paths where they can even create their own personal ones in an independent way. Finally, let's not forget the protagonists of all this: the children who learn by playing!



## PART 1. ABIbooks Pedagogical Approach

### ABIbooks project: A creative approach to teaching literacy and numeracy

The ABIbooks project partners decided to focus on the subjects of maths and literacy, as these are the two basic skills that require the highest level of mastery for children to have a successful learning experience. The aim of this project is to encourage interactive learning, providing parents and education professionals with both a library of carefully selected interactive books and books created specifically for the project and focusing on the acquisition of basic skills in summer camps and in after-school activities.

Our approach to using ebooks in the classroom or at home is the opposite of passive learning, offering children a hands-on learning experience in which they are encouraged to participate, discuss, engage and play with the material. As well as improving literacy and maths skills, this approach also encourages the development of soft skills such as collaboration, creativity and critical thinking.

The creative aspect of our project is not limited to the fact that we are offering several ebooks, but also the possibility for everyone to create their own ebooks using online training, so that they can adapt the content as closely as possible to their teaching needs and the needs of their children or pupils.



## The use of storytelling with interactive features

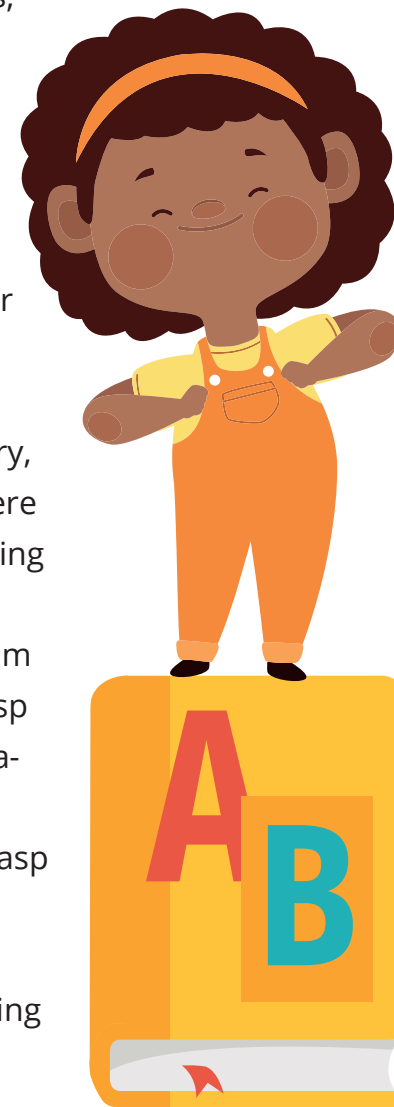


The use of storytelling linked to interactivity through the creation of interactive books can significantly improve pupils' literacy and mathematical skills. Storytelling is a method in which narration is used to illustrate concepts, transmit knowledge or promote student memorization. The aim of storytelling is to enhance the learning experience by using students' natural attraction to stories, while allowing them to identify in a more personal way with characters and situations, making learning more enjoyable, memorable and meaningful.

The pedagogical approach we have adopted in this project combines the use of storytelling with interactive features to create a dynamic and immersive learning experience. This combination of techniques has a number of advantages.

Firstly, it increases pupil engagement. Interactivity in books allows students to feel that they are part of the story, which keeps them interested and motivated. For example, an interactive maths book might include games where pupils have to solve problems to move the story forward. In this way, the pupils are involved in their own learning and feel that it is their own skills that enable them to progress in the story.

Secondly, interactive books combined with storytelling make it possible to contextualise concepts that may seem abstract to students. Storytelling allows concepts to be concretised within a story, so that pupils can better grasp the learning process, and the association with the images in the ebook gives pupils a more concrete representation of the concept they are learning about in class. For example, when learning the concepts of + and -, pupils can see objects appearing or disappearing depending on the operation chosen, making it easier for them to grasp the abstract concept of mathematical operations. As for learning to read, the oral reading function of the ebooks enables younger children, for example, to gradually associate the sounds they hear with the letters they see. What's more, like all classic books, reading ebooks helps to develop the vocabulary of children who, while reading the story, are exposed to words and phrases that are different from those they usually encounter in their daily lives (Bus and Van Ijzendoorn, 1997).





The interactive power of ebooks means that images can be associated with words, as well as the possibility of oral reading, which enables children who are poor or non-readers to read independently and discover words for themselves through stories that they choose according to their level and interest.

Finally, the combination of storytelling and interactivity within this project allows children to develop their creativity. In fact, most ebooks allow children to make narrative choices and thus play a full part in the story they are reading. This interactive function encourages creativity, but also narrative planning, which is an essential skill in learning. In addition, as part of this project, we are offering an online course where students can learn how to create their own ebooks. The opportunity to create one's own story develops both the children's imagination and the fact that they have to learn how to plan and structure their story. What's more, it gives teachers the chance to suggest that the class create a collective story, which, as we've seen, stimulates pupils' imagination but also encourages group creation and therefore promotes teamwork, collective negotiation and listening to everyone's opinions.

By combining storytelling and interactivity, the ABIbooks project offers students the chance to read stories while acquiring basic skills, and also to get involved in creating their own stories. This approach fosters both their creativity and their commitment to learning.

## The benefits of interactive storytelling

Interactive storytelling in the context of interactive books for literacy and numeracy is a powerful educational tool that combines story engagement with the educational content of books. This approach leverages technology to create dynamic and immersive learning experiences for students, making learning more engaging and effective.



Interactivity is in the heart of ebooks created by the project ABI Books. Readers can actively engage with the content. Here are some key aspects of storytelling linked with interactivity in ABIbooks collection:

**Engaging narratives:** Interactive books often feature engaging narratives that capture the reader's attention. These narratives can be fictional stories for literacy or real-world scenarios and problems for math, making the content more relatable and interesting.

**Multimodal content:** Interactive books incorporate various forms of media such as text, images, animations, audio. This multimodal approach adapts to different learning styles and enhances comprehension.

**Immediate feedback:** Interactive books provide immediate feedback to students. This feedback loop helps learners understand and correct their mistakes more effectively.

**Adaptive learning:** Some interactive books incorporate adaptive learning algorithms. These systems assess learner progress and adjust the difficulty of the content accordingly. This personalization ensures that the material is challenging but not overwhelming, promoting a comfortable learning experience.

**Collaborative learning:** Some interactive books facilitate collaborative learning by allowing students to work together on exercises or solve problems as a team, encouraging peer interaction.

**Versatility:** Interactive books are versatile and can be accessed on various digital platforms, including tablets, smartphones and computers, making learning more flexible and adaptable to student preferences.

**Clickable objects:** Readers can interact with the story by clicking on objects or characters.



**Choose your adventure:** Interactive storytelling allows readers to make choices that affect the development of the story. These choices improve critical thinking and decision-making skills, vital for both literacy and real-life situations.

**Text highlighting:** Interactive books often highlight words. This feature helps early readers associate words sounds or images.

**Story-based problem solving:** Interactive books present math problems in the context of a story.

**Game-based learning:** Interactive books incorporate math-based games. The story involve challenges where readers have to solve math problems to continue, making math learning fun and interactive.

**Real-life scenarios:** Math problems in interactive books are framed in real-life scenarios. This contextualises the mathematics, showing its relevance to everyday life and making abstract concepts easier to relate to and understand.



## A learner-centered approach

The partners in the ABIbooks project have placed the learner at the heart of their approach, paying particular attention to their interests, skills and needs.

Our first priority was accessibility, to ensure that all our content is suitable for all learners, whether or not they have learning disabilities.

We have also selected a wide variety of ebooks in several languages, so that every learner has a wide choice and can easily find a title that matches their desires, needs and interests. This allows each learner to acquire a degree of autonomy. What's more, most ebooks have features that allow the page layout to be adapted: choice of font, colours, brightness, etc. This means that children can really adapt each book to their needs. So children can really adapt each ebook to their own needs. This makes it easier for them to read and understand the text, and overcomes certain difficulties such as visual recognition difficulties or phonological and spelling difficulties.

Then, by combining storytelling and interactivity, it makes learning more motivating and engaging by making it easier for students to grasp abstract concepts and by encouraging them to explore the different possibilities offered within the ebook. This enables students to take a more active approach to learning, and to become more involved and motivated.

Finally, as we said earlier, learning how to create your own ebooks means that you can really put your pupils or children at the centre of the learning process. Each teacher or parent can create a story presenting concepts that meet the needs of their own children or pupils.



## The creation of new reading experiences

The aim of this project was to encourage the acquisition of basic skills by initiating new reading experiences. Reading ebooks helps to create new reading experiences by introducing elements of interactivity, multimedia and accessibility that go beyond the traditional reading experience.

And it's all thanks to interactivity. This interactivity allows the reader to play a real part in the story by making choices that influence the plot or by having to answer questions that help the hero move forward in the story. This helps to create an engaging reading experience.

In addition, ebooks often incorporate multimedia elements such as images, videos, animations and sounds. This enriches the reading experience by providing a visual and auditory dimension that makes the reading experience complete and more immersive.

What's more, ebooks are usually available in different languages and present a variety of cultural perspectives, enabling readers to explore the diversity of the world through reading.

Reading ebooks therefore broadens the reading experience by introducing interactive elements, while encouraging people to become involved in the story.

This development creates new opportunities for readers to discover stories in a way that goes beyond traditional reading.



## The accessibility of reading and knowledge

As well as bringing an extra dynamism to paper books, this approach also makes it possible to create media that are suitable for people with reading difficulties, such as pupils with learning difficulties, the visually impaired, the hard of hearing or those from disadvantaged backgrounds. In fact, as we mentioned earlier, ebooks offer a range of features that are very useful for this type of audience, such as adaptable page layouts and a text-to-speech function that allows the book to be read independently without the help of an adult.

## The complementarity of physical and immaterial media

The complementary nature of printed books and immaterial books (ebooks) can create a rich and versatile reading experience, and they complement each other. Printed books allow children to experience reading in a kinaesthetic way by discovering the book tactilely, turning the pages, touching the illustrations and manipulating it. Ebooks, on the other hand, can add an auditory and interactive dimension with sound effects, animations and on-screen tactile activities.

What's more, by using both printed books and ebooks, we can offer children a variety of media, enabling them to have different and varied reading experiences.

For example, a child can read a printed book and then discover an ebook version of the same story that features games, quizzes or interactive elements to enhance understanding and learning.



## **FOCUS: Can you use an ebook as a compensatory tool at home?**

For children and teenagers with learning disabilities, learning to read is often a considerable challenge. The use of digital technology offers a fun and interactive approach to providing invaluable support throughout their sometimes difficult learning journey.

Ebooks often incorporate interactive elements, such as animations, sound effects and play activities (Chiong and Shuler, 2010). These multimedia features capture the attention of young children and encourage them to become actively involved in the story (Nikolajeva, 2013). This interaction makes reading more fun and attractive, fostering a lasting interest in books.

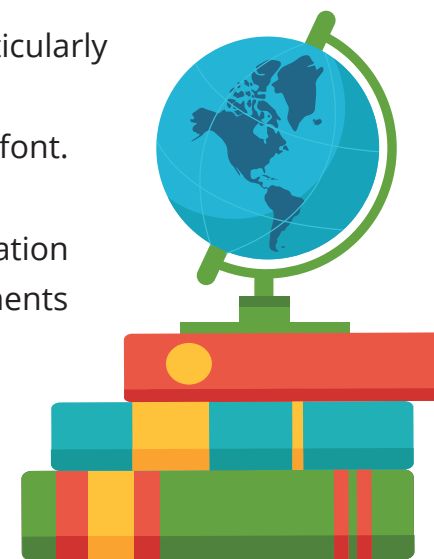
Using interactive books, for example, involves children in the story and turns them into active readers, particularly when they have the opportunity to make personal decisions. In addition, the use of ebooks can improve the reading experience and comprehension thanks to their adaptability, such as the use of an appropriate font.

This adaptability is certainly the most obvious advantage of interactive books. This means that the presentation can be customised to suit the needs of the child. Most of these books offer the possibility of adjusting elements such as font, colour and brightness, making it easier for children to read and understand the text.

In this way, they can overcome challenges such as visual recognition, phonological and spelling problems.

In addition, ebooks can be configured with accessibility features such as text-to-speech, enabling people with reading or vision difficulties to enjoy written content audibly.

This feature helps to compensate for reading disabilities and relieve children's fatigue.



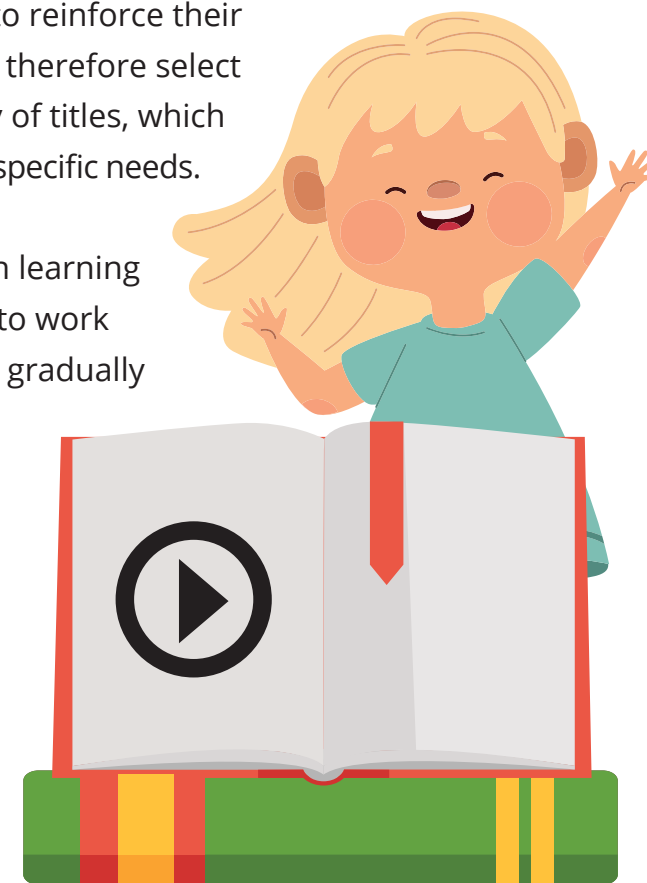
Secondly, the digital books as we have designed them use short sentences that do not hinder students' comprehension, enabling them to access the units of meaning more quickly than when the sentences are longer and more developed, as in many paper books.

In addition, some ebooks include activities that encourage the acquisition of basic skills, such as maths exercises or learning new words and sounds. This approach makes learning more fun and allows pupils to reinforce their reading skills without being aware that they are working on this skill. Teachers and parents can therefore select suitable ebooks to support learning at home. What's more, ebooks offer access to a vast library of titles, which means that users can find books tailored to their interests, reading level, skill to be worked on and specific needs.

The use of interactive books helps to restore independence and self-confidence in children with learning difficulties. They can adjust the books according to their needs and progress. This allows them to work gradually on their skills without feeling systematically uncomfortable, and to see their progress gradually while taking advantage of the self-correction offered by these books without needing to refer to an adult's correction.

It should be noted, however, that to achieve this objective, it is essential to bear in mind the adaptations needed for these children. This means ensuring that not only the content offered is inclusive, but also the presentation. We believe it is essential to design these books with universal inclusion in mind, i.e. accessibility for all.

To achieve this, it is obviously essential to apply the following layout tips: sans serif font, no justification, sufficient line spacing and an airy presentation. Once you've applied these simple tips, your child will be ready for hours of fun and discovery.





## Interactive resources of ABIbooks: the ABIbooks library

As part of the ABIbooks project, the partners have created two collections of interactive books: a library of interactive book proposals and a collection of ebooks specially created by the partners during the project.

### The ABIbooks Catalogue

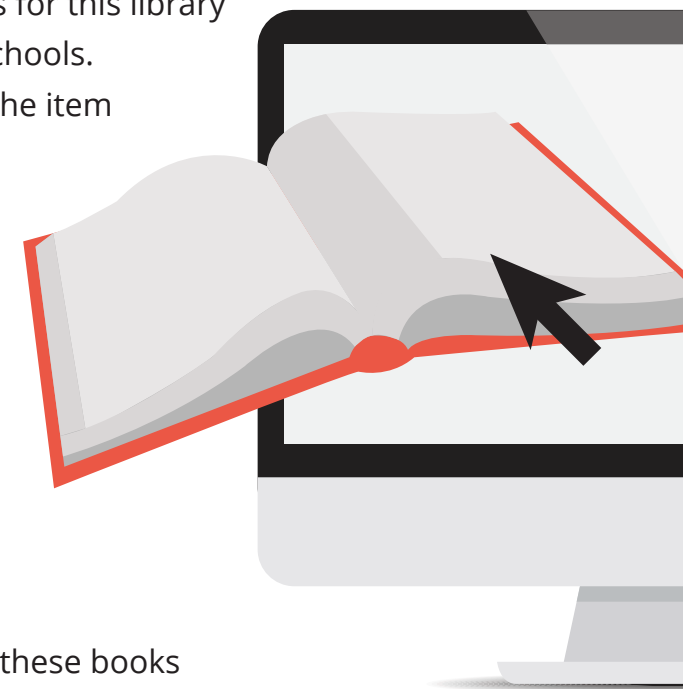
In the first phase of the project, the partners assembled a library of more than 100 interactive books, which are written both in English and in the national languages of the partners. The selection of items for this library was based on the experience of the partners and their cooperating teaching institutions and schools. Another criterion for the selection of items for the library was also the popularity and sales of the item on the publishing market in the country. Books that were willingly bought and read by children and parents were placed in the library.

There are interactive books in our library that have been translated into several languages and are known to a larger audience in several European countries.

There are also items that are known only in one country, within one language, but are eagerly read there and have interesting educational values.

For better accessibility of our library's resources, we have translated the content descriptions of all books into English and all national languages of the project.

These descriptions make it possible for you to find items of interest. And the subject matter of these books is very diverse. A large part of the library is made up of typically educational books used in the educational process. They are intended for kindergarten and first stage of school education. These books introduce topics in various educational areas.



We can divide them into several thematic blocks:

- 1) There are a number of items in the library that support the process of learning to read in the child's national language.
- 2) We also have books supporting the teaching and learning of a foreign language - primarily English.
- 3) There are books introducing mathematics, numeracy and the basic elements of geometry.
- 4) There is a whole range of books dealing with issues of cultural diversity and problems of difference and exclusion, preparing children for life in an open multicultural society.
- 5) Our resources include books which also deal with the issue of people with disabilities or certain deficits.
- 6) A large collection of books describes natural phenomena and the geography of the world around children and where they live.
- 7) Books on culture and the arts, describing works of tangible and intangible human art.
- 8) Books on historical topics.
- 9) Items that are interactive educational games.

Some of the items escape precise classification by being very innovative in their form. Some of them, due to the extended elements of interaction, can be classified more as a game than a book.

Access to the library of interactive books will be possible via the ABIbooks project website. There will be a convenient search engine to find the item of interest.



## The ABIbooks collection

**1. Berries:** A simple story introducing the numbers 1 to 9. Designed for pre-school children. It involves the reader in making choices.

**2. Music:** A book containing sound files depicting different musical genres, told in the form of a family story. Among other things, we can learn about the not always obvious difference between salsa and bossa nova. Suitable for children in the first grades of primary school.

**3. Happy Birthday!** Another ebook supporting the development of mathematical competence. This time, numbers from 1 to 10 are introduced in the form of counting various objects. Perceptiveness is required. A book for younger children. More likely to be used at home or in kindergarten.

**4. Apple or clock - play with the rhythm:** Generally, this book introduces some information about music, the division of the rhythmic values of the notes. But as the test phase of the project has shown, it can also be used effectively in mathematics lessons in introducing the concept of fractions. It includes sound files. For children in the first grades of primary school.

**5. Costumes:** Using the convention of dressing up in different costumes, the book introduces different verbal concepts related to human feelings and emotions. It expands vocabulary and understanding of situations and how to deal with other people. That is, general social competence.



**6. Rainbow:** A book about diversity and about colours. Through the story of a little grey mouse living in a zoo, children can learn the names of the primary colours, learn to distinguish between them and at the same time become sensitive to diversity. And all this in a very interactive way.

**7. Pancakes:** Making pancakes is no mean feat. You have to stick to the recipe and make the right choices. Food does not appear on the table by itself. A story for primary school pupils to develop their vocabulary and knowledge of the world around them.

**8. Treasure hunt:** A real treasure hunt. Quickly solving puzzles can get you there faster. The book develops vocabulary and can be fun.

**9. Temperature:** Elements of ecology and knowledge of the world around us. Knowledge of nature and geography.

**10. Birthday:** We meet again on a birthday. This time developing our mathematical competence and learning to count. At the same time, we can expand our vocabulary by going shopping before the birthday party.

**11. Fast, slow, loud, soft - everything is music:** Everything can be music. The book introduces the musical concepts fast - slow, loud - soft. But at the same time, it conveys knowledge about the world around children and orientation in the city and the park. The book contains sound files.

**12. Tiles:** The book develops language competences, at the same time basing its storyline on artistic activities. Rather for children in the first stage of primary education



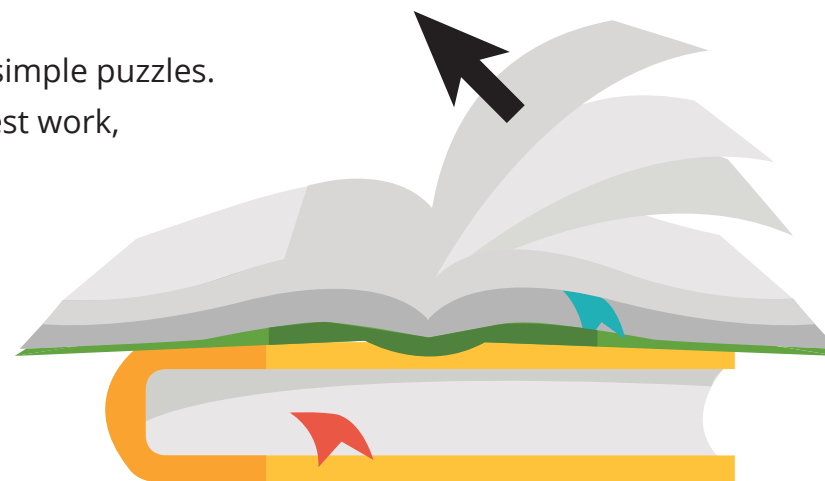
**13. The potion!** The young sorceresses have no easy task. A potion has to be prepared. They have to learn new words, expand their language skills and read with understanding. An interactive educational book based on an interesting story, which entertains and teaches at the same time.

**14. High or low-voices:** Human voices are different. A book that introduces music information about singing in a four-voice mixed choir. And all the information is supported by sample sound files.

**15. The Library:** An interactive book about ... books. It encourages visitors to visit the library and introduces them to interesting literature.

**16. The Letter:** A letter sent to you contains a mystery. We learn about the world around us and about geography.

**17. The Museum:** An unconventional trip to the museum based on solving simple puzzles. Through play, it teaches information about Leonardo da Vinci and his greatest work, the Mona Lisa. Designed for children in the first years of primary school.



## Benefits of interactive ABIbooks ebooks for learning

- 1. Engagement:** Interactivity keeps learners engaged, making the learning process enjoyable and motivating.
- 2. Individualised learning:** Interactive ebooks can respond to individual learning needs, adapting content to the reader's pace and abilities.
- 3. Immediate feedback:** Interactive elements can provide instant feedback, helping learners correct mistakes and learn from them in real time.
- 4. Multisensory learning:** By incorporating multimedia, interactive books engage multiple senses, enhancing the learning experience.
- 5. Long-lasting impact:** Interactive learning experiences are often memorable, leading to deeper understanding and longer retention of knowledge.  
In summary, interactive storytelling in the form of interactive literacy and math books provides a dynamic and engaging way for students to explore, learn and apply knowledge in a meaningful context.  
These interactive experiences can contribute significantly to improving literacy and numeracy skills while fostering a love of learning.



## FOCUS: Can parents manage digital book and content for their children?



Yes, parents can certainly manage books and digital content for their children. Parents can play a crucial role in helping their children read interactive books, fostering a love of reading and increasing their reading skills. Interactive books, which often include elements such as pop-ups, flaps, textures and more, can make the reading experience engaging and enjoyable. Here are some ways parents assisted and helped their children read ABI Books interactive books:

**By selecting interactive books** that are appropriate for your child's age and stage of development and looking for books with content and features that match their interests and abilities.

**By encouraging the child** to explore the interactive features of the book. Ask questions about what they see, feel or discover. This helps them engage with the content and develop their comprehension skills.

**Model reading behaviour:** Children often learn by observing their parents. Let them watch you read and enjoy books, magazines or ebooks. Be a reading role model for your child.

**By reading together:** Sitting down with their child and reading the book together. Taking turns reading the pages or describing the interactive elements. This shared experience can be more enjoyable and educational.

**By discussing the story:** After reading, they talked about the story, characters and events in the book. They asked their child about their favourite part or what surprised them. This encourages critical thinking and understanding.

**By making the connection to real life:** relating the story to real life.



**Encouraging questions:** Encouraging children to ask questions about the book. This stimulates curiosity and demonstrates that it is okay to seek answers and understand.

**Vocabulary development:** While reading, introduce children to new words and explain their meaning. Interactive books often include tactile elements that can help reinforce the meaning of words.

**Making it fun:** Reading interactive books should be an enjoyable experience. Have fun with the book, make funny voices for the characters and explore the interactive elements together. Keep the atmosphere light and engaging.

**Being patient and supportive:** Each child develops reading skills at their own pace. Encourage and support your child and don't pressure them. Reading should be a positive and rewarding experience.

**Encouraging creativity:** Interactive books often inspire creativity. After reading, encourage children to draw, write or play games related to the story or characters.

**Using technology wisely:** Interactive ebooks and apps can also be valuable tools for reading.

Parents' opinions about digital books for their children can vary widely depending on personal preferences, values and experiences. Here are some common views:

**Convenience:** Many parents value the convenience of digital books. They can be easily accessed on devices such as tablets and e-readers, allowing children to carry a library with them wherever they go. This can be especially useful when traveling or when a variety of reading material is desired.





**Cost:** Some parents find digital books more cost-effective than physical books, especially if they have multiple children with different reading preferences. E-books often cost less than print books, and there are also free ebooks.

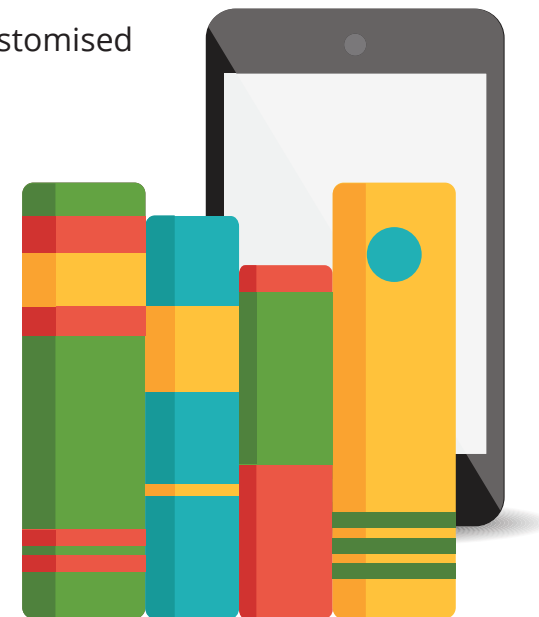
**Space and clutter:** Digital books don't take up physical space, which can be an advantage for parents concerned about clutter in the home. They can also be a great option for families with limited storage space.

**Accessibility:** Digital books can be a valuable resource for children with disabilities. They can be customised to suit individual needs, such as adjusting font size or using text-to-speech features.

**Interactivity:** Some digital books offer interactive elements such as sound effects, animations and touch-screen interactions that can engage children and enhance the reading experience.

Digital literacy: Introducing children to digital books can help them become more digitally literate from an early age, a skill that is increasingly important in today's technology-driven world.

**Involving parents:** Reading with children is an important activity for many families. Some parents feel that digital books can interfere with this shared experience, especially if the child focuses more on the screen than the parent.



It is important to remember that there is no single answer, and what works best for one family may not work for another. Parents should consider their child's individual needs, their own preferences and find a balance between digital and physical reading materials that best fits their family's values and circumstances. Many families find that a mix of digital and physical books can provide a well-rounded reading experience for their children.

## PART 2. Implementing ABIbooks resources at school

### Enhancing children's learning experience with interactive storytelling

#### How to integrate interactivity and storytelling approaches in the first stages of education?

Integrating interactivity and storytelling approaches in the early stages of education can significantly enhance a child's learning experience. Here are some practical tips to achieve this:

**Use Interactive Learning Tools:** Incorporate interactive learning tools such as educational apps, interactive whiteboards, and educational games that engage students and encourage active participation.

**Storytelling with Props:** Use props, visuals, and multimedia aids to make storytelling more interactive. Incorporate puppets, costumes, or real-life objects related to the story to capture the children's attention and immerse them in the narrative.

**Encourage Group Participation:** Organize group activities where students can actively participate in the storytelling process. This could involve role-playing, group discussions, or collaborative storytelling sessions, allowing each student to contribute to the story's development.

**Integrate Technology:** Utilize technology like virtual reality (VR) and augmented reality (AR) to create immersive storytelling experiences. These technologies can transport students to different environments, making the learning process more interactive and engaging.



**Incorporate Hands-on Activities:** Implement hands-on activities that complement the story and encourage students to explore and experiment. For instance, if the story is about nature, organize a nature walk or a gardening activity to provide a practical understanding of the concepts discussed in the story.

**Personalize Learning Experiences:** Tailor storytelling and interactive activities to the interests and learning styles of individual students. Consider their diverse backgrounds, preferences, and abilities to create a more inclusive and engaging learning environment.

**Use Open-Ended Questions:** Ask open-ended questions during storytelling sessions to stimulate critical thinking and encourage students to express their thoughts and opinions. This practice not only fosters interactivity but also nurtures communication skills and cognitive development.

**Create a Storytelling Corner:** Establish a dedicated space in the classroom as a storytelling corner, equipped with comfortable seating, colorful decorations, and storytelling resources. This designated area can serve as a creative hub for interactive storytelling activities.

**Encourage Creativity:** Promote creativity by allowing students to create their own stories, characters, and settings. Offer opportunities for them to share their creations with the class, fostering a sense of achievement and boosting their confidence.

**Celebrate Diversity:** Integrate diverse cultural stories and perspectives to promote inclusivity and broaden students' understanding of different cultures and traditions. Encourage discussions about various customs and beliefs to cultivate a sense of respect and appreciation for diversity.



## Which are the interactivity and storytelling based teaching approaches that can be used successfully in the classroom?



Several effective teaching approaches that integrate interactivity and storytelling in the classroom can foster student engagement and improve learning outcomes. Here are some key methods:

**Flipped Classroom Model:** This approach involves providing students with pre-recorded lectures or materials to review before class, allowing for interactive discussions and activities during class time. Teachers can use storytelling techniques to create engaging pre-recorded content, making it more compelling for students to learn independently.

**Project-Based Learning:** Encourage students to work on projects that involve real-world problem-solving and storytelling elements. Students can create presentations, videos, or even short films to communicate their understanding of a topic, fostering creativity and active participation.

**Inquiry-Based Learning:** Foster curiosity and critical thinking by encouraging students to ask questions and seek solutions independently. Incorporate storytelling methods to present real-life scenarios and case studies that prompt students to explore and analyse various perspectives, leading to a deeper understanding of the subject matter.

**Cooperative Learning:** Promote teamwork and collaboration by assigning group projects that require students to work together to achieve common goals. Implement interactive storytelling activities that encourage students to collectively create narratives, fostering communication and cooperation among peers.

**Gamification:** Integrate educational games and interactive activities that motivate students to learn through play. Incorporate storytelling elements within the game's narrative to make learning more engaging and memorable, encouraging active participation and enhancing students' problem-solving skills.

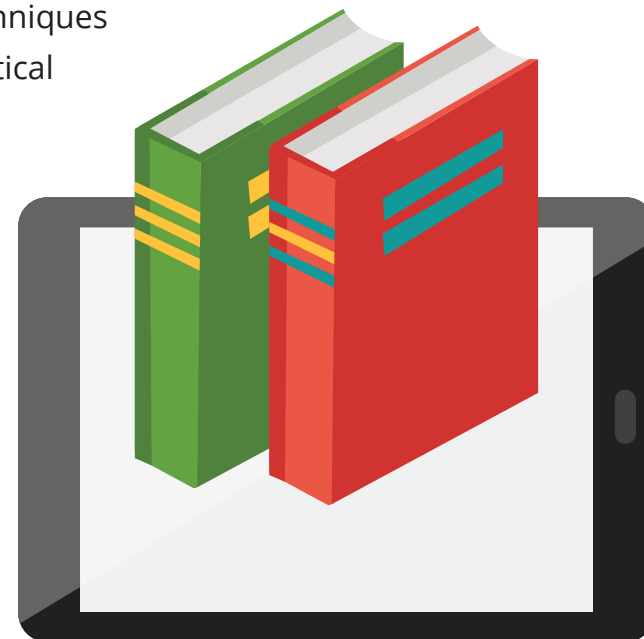


**Role-Playing and Simulations:** Organize role-playing activities or simulations that allow students to immerse themselves in different roles and scenarios related to the lesson. Integrate storytelling techniques to create authentic narratives that provide context and meaning to the role-playing experience, facilitating a deeper understanding of complex concepts.

**Multimedia Presentations:** Incorporate multimedia presentations, such as videos, animations, and interactive slideshows, to deliver educational content in a visually appealing and interactive manner. Integrate storytelling elements to create a compelling narrative that captures students' attention and enhances their understanding of the subject matter.

**Experiential Learning:** Organize field trips, outdoor activities, or hands-on experiments that provide students with practical, real-world learning experiences. Use storytelling techniques to connect these experiences with classroom concepts, allowing students to see the practical application of what they have learned in a tangible and meaningful way.

**Creative Writing and Storytelling Workshops:** Conduct creative writing workshops and storytelling sessions that encourage students to express their ideas, emotions, and experiences through writing and oral storytelling. Provide opportunities for students to share their stories with their peers, fostering a sense of community and empathy within the classroom.



## How to use ABIbooks material to enhance the quality of the lesson in the classroom

ABIbooks can be a valuable resource for educators looking to enhance the quality of their lessons. Here are several ways to use ABIbooks material effectively in the classroom:

**Interactive Reading Sessions:** Use ABIbooks to access interactive ebooks with multimedia elements such as audio, video, and interactive quizzes. Conduct reading sessions where students can follow along with the text while exploring additional multimedia content to deepen their understanding of the subject matter.

**Personalized Learning:** Leverage ABIbooks to provide personalized learning experiences for students. Assign specific ebooks based on students' individual learning needs and interests, allowing them to engage with content tailored to their unique requirements, thereby fostering a more effective and personalized learning environment.

**Supplementary Learning Resources:** Utilize ABIbooks as supplementary learning resources to complement the existing curriculum. Incorporate relevant ebooks to provide additional context, examples, and exercises that reinforce classroom lessons and facilitate a comprehensive understanding of the topics being taught.

**Interactive Assessments:** Integrate ABIbooks' assessment features to create interactive quizzes and assignments that assess students' comprehension and retention of the material.

**Virtual Libraries:** Establish a virtual library using ABIbooks, providing students with access to a wide range of ebooks across various subjects and genres. Encourage independent reading and exploration by allowing students to choose books that pique their interests, fostering a love for reading and lifelong learning.



**Collaborative Reading Activities:** Organize collaborative reading activities where students can work together to analyse, discuss, and interpret ABIbooks' ebooks. Facilitate group discussions, debates, and presentations based on the content, encouraging students to engage critically with the material and develop their analytical and communication skills.

**Multimedia Presentations:** Encourage students to create multimedia presentations using ABIbooks' interactive features. Have them incorporate multimedia elements from ebooks, such as images, videos, and audio clips, into their presentations to enhance the visual appeal and overall quality of their projects.

**Flipped Classroom Approach:** Implement a flipped classroom model using ABIbooks, assigning specific ebooks or chapters for students to review before class. Use class time to engage in interactive discussions, hands-on activities, and collaborative exercises that build upon the pre-assigned reading material, promoting deeper understanding and application of the concepts.

**Differentiated Instruction:** Use ABIbooks to implement differentiated instruction strategies, providing students with diverse reading materials at varying levels of complexity. Tailor ebooks to accommodate students with different learning styles and abilities, ensuring that each student has access to resources that support their individual learning needs.

By leveraging ABIbooks' diverse range of resources and features, educators can create dynamic and engaging learning experiences that cater to the unique needs and interests of their students, ultimately enhancing the overall quality of classroom instruction.



## Activity: The magic words “Learning by making mistakes”, Don Bosco Educational Board



### Framework of the activity

The activity is carried out with a group of children ranging from the age of 5 to 8, aiming to implement the use of the Italian language in its most correct forms from the first years of age.

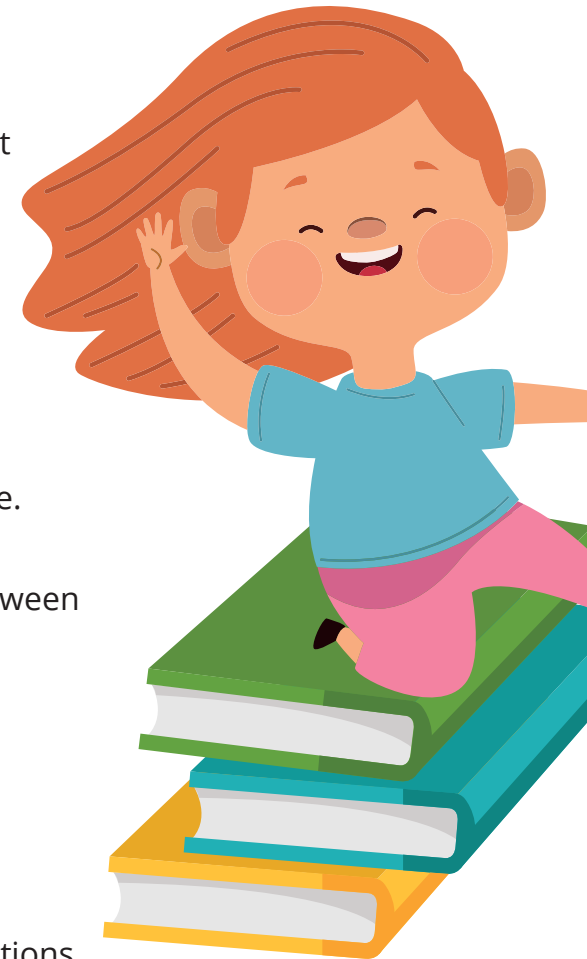
For this purpose, we will proceed with an initial reflection on the use of the Italian language spoken, listened to, read and written and, thereby, the first and fundamental elements of morphology and syntax will be introduced with the use of interactive and digital tools which, in the classroom, will acquire particular importance as a valid aid in dealing with and correcting the most common and frequent spelling errors, thus consolidating the correct reading and writing of the Italian language.

The experience is contextualized in primary school with a third grade class. The children are aged between 7 and 9, with the presence of one child who attended the first grade earlier.

The class group consists of twenty pupils, equally divided between males and females, coming from medium-high socio-cultural contexts: there is the presence of some children from other European and non-European countries, perfectly integrated and with a good linguistic knowledge.

Families ensure that children are supported in school activities where they invest energy and expectations. There is good collaboration among teachers and parents and this favors the gradual teaching-learning process.

In the class group, there is a student with the L.170 certification for a specific learning disorder with particular reference to dyslexia and dysorthography.





Usually at the beginning of the school year a series of entrance tests are carried out to evaluate learning and any difficulties and weaknesses present among the students in the class. We then continue with the consolidation and possible recovery of learning skills.

In the specific case of the Italian language, phonological aspects are examined (soft and hard sounds, complex digraphs and trigrams), non-phonological aspects (apostrophes, incorrect fusions or separations of words, the use of cu/qu, the use of doubles letters.), morphological aspects (correct use of the verb to have use of pronouns, gender and number concordance).

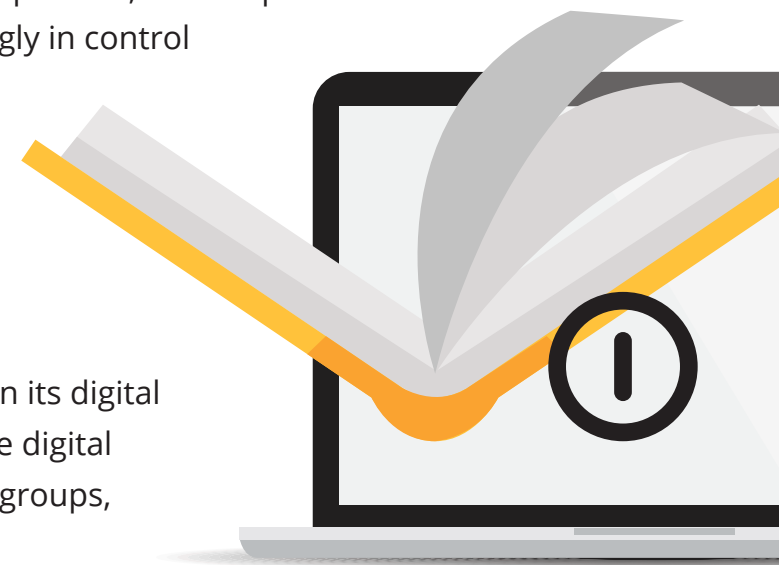
The final objective of the intervention, which lasts an entire school year divided into two quarters, is to help children become aware of the mistake (first form of self-correction) and to feel increasingly in control of the language by independently and automatically overcoming difficulties and errors.

## Sequences of the activity

The experience we had had the following sequence:

In the first quarter, from September to January, we worked with the aid of the textbook in its digital and liquid format and with other supporting material found online. The use of interactive digital media and of a playful approach was preferred, where it was possible to set up working groups, or teams, which could acquire a score based on the progress of the course.

The constructive competition promoted motivation and maintenance of a high level of concentration. The aspect of competition and contest favored collaboration and cohesion within the groups, although it sometimes gave space to small disagreements that were promptly resolved through dialogue and discussion. This aspect promoted personal and relational growth.



In the second quarter, the Ebook tool “The Potion”, was used (ABIbooks Collection). The children worked on this material individually and/or in pairs.

A characterizing element of the use of this digital tool was the aspect of interactivity and emotional involvement of the children. The extremely eye-catching graphics captured everyone’s interest. The plot appeared easy to understand and fun and facilitated the children’s process of identifying themselves with the characters and related funny stories.

The activity allowed the children to strengthen their ability to identify errors, self-correct and memorize the correct form.

The child with L. 170 certification was able to independently use the aid and an increase personal motivation and desire to learn without great fatigue. Generally, the child demonstrates very short attention spans, limited concentration range and a tendency to avoid reading and writing tasks, presented in a paper form. The use of the digital tool, and in particular of the Ebook „The potion”, ABIbooks Collection made the work commitment quicker and more effective, speeding up the execution and verification times of the work carried out, thus making it more effective and less burdensome.

In the first part of the school year, the results were obtained thanks to a process of repetition of the exercise, with continuity of work through trial and error. A fair amount of effectiveness was noted in the work, but it was also noted that the children suffered the burden of the task no matter how playful the teachers tried to make it. Repetition of the exercise generated a shorter attention span.

In the second part of the school year the results were obtained thanks to the creative interaction of the class group which was able to actively experiment. The work was more dynamic and captivating, attention spans were extended, while working times were speeded up.



## Conclusions of the activity

At the end, we can state that the proposed and carried out activity:

- the tool used in the first quarter proved to be less incisive and captivating because it required the simple execution of pre-formatted exercises, mostly characterized by identifying correct answers to given questions;
- the absence of a story which normally establishes a common thread, did not help promoting the interest and active participation of the pupils.

Achieving the proposed objectives therefore appeared to be more tiring and characterized by a „head-on“ transfer of contents with a low chance of creative interaction.

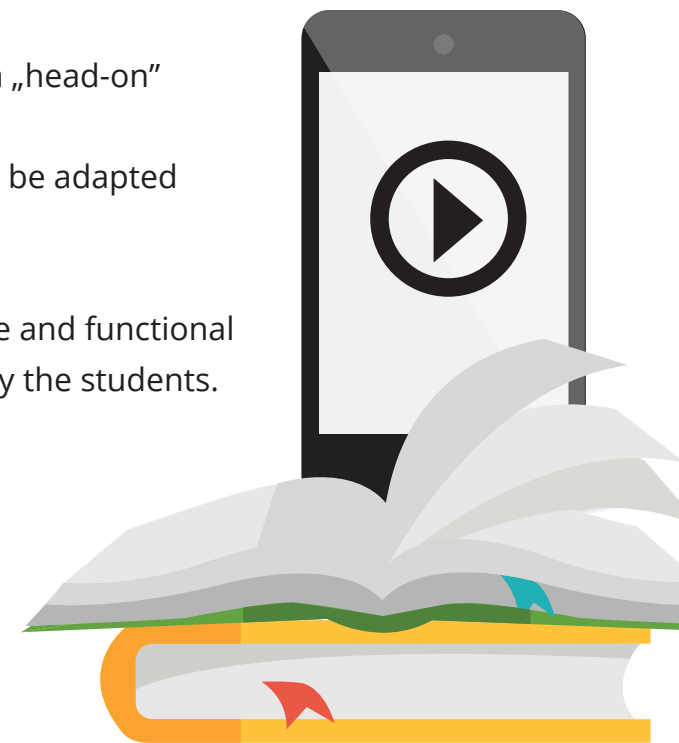
All this is also due to an inflexible work structure, which did not allow the contents proposed to be adapted to the classroom context.

However, in the second quarter it was noted that the ABIbooks tool proved to be more effective and functional because it encouraged interaction, it seemed to be more intuitive to use and easily replicable by the students.

Another essential aspect, not present in the other tools used, was the possibility offered to the teacher to create a personalized tool, adjustable to the real needs of the class group, with the possibility of implementing the contents in relation to the problems and situations that emerged during the course of work.

It also features captivating and creative graphics and fonts, speeding up learning times and making them extremely more effective.

Storytelling that contextualizes teaching and learning processes was essential for the memorization of concepts and the acquisition of learning.



## Summary table of the Activity

|                         |   |  |
|-------------------------|---|--|
| <b>ACTIVITY</b>         | Use of interactive and digital tools in the classroom to address and correct the main spelling errors and consolidate correct writing. Implement an initial reflection on the language by introducing the first grammatical elements. |  |
| <b>CONTEXT</b>          | The activity was carried out in a third grade primary school class. Age of participants 8/9 years. The class consisted of 20 pupils with the presence of students certified for specific learning needs.                              |  |
| <b>EXPECTED RESULTS</b> | Consolidation of the main spelling rules of the language and overcoming the error.  |  |
| <b>WORKING TIMES</b>    | FIRST QUARTER (September - January)   | SECOND QUARTER (January - May)   |
| <b>INSTRUMENTS</b>      | Material found online, digital format of the textbook in use.   | Ebook "The potion", ABIbooks Collection.   |
| <b>MODE</b>             | exercises<br>trial and error  | Interactive operation on the text  |
| <b>ACHIEVED RESULTS</b> | The results were obtained thanks to a process of repetition of the exercise, with continuity of work through trial and error.   | The results were obtained thanks to the creative interaction of the class group which was able to actively experiment. |



## CONCLUSIONS

The tool used proved not very incisive and captivating because it required the simple execution of pre-formated exercises, mostly characterized by identifying correct answers to given questions.

The absence of a story that establishes a common thread did not promote the interest and active participation of the students.

Achieving the proposed objectives therefore appeared more tiring and characterized by a „head-on“ transfer of contents without the possibility of creative interaction.

All this is also due to an inflexible work structure that did not allow the contents proposed to be adapted to the classroom context.

The ABIbooks tool proved to be more effective and functional because it encouraged interaction, was more intuitive to use and easily replicable by students.

Another essential aspect, not present in the other tools used, was the possibility offered to the teacher to create a personalized tool, adjust it to the real needs of the class group, with the possibility of implementing the contents in relation to the problems and situations that emerged during the course of work.

It also features captivating and creative graphics and fonts, speeding up learning times and making them extremely more effective.

Essential for the memorization of concepts and the acquisition of learning is the presence of storytelling that contextualizes the teaching and learning process.



## **FOCUS: Can the digital book be a resource in distance education situations?**

The use of technologies is essential in a distance education situation because they allow us to adapt education to the needs and requirements of each child. We believe in the power of reading!

Adults often don't realize how essential it is for children to be able to immerse themselves in reading a book and interact with it to learn while having fun.

In a situation in which the student is necessarily away from the classroom, the book represents a strong attraction to involve him in school activities.

With the ebook the child will be able to feel like he is the creator of what he will achieve, increasing his self-esteem and strengthening himself in a more decisive way. This is why he will feel motivated to learn. The digital book promotes the inclusion of the student in the classroom even when he is in a remote situation, in fact, the approach to the digital book is discreet and never invasive, personalized and shared by the whole class.

One of the most important purposes of the digital book is to tackle the early school dropout problem since this type of material eliminates barriers such as differences in culture and language, social distance, pathologies. In this sense, the book is an excellent ally and a travel companion for growth.

ABIbooks gives educators, teachers and parents the opportunity to create and share original and custom-made materials, also designed for distance learning, which lead the child to begin a learning journey that he or she can support independently. This is our mission!



## Methods to integrate books for the acquisition of basic skills

### Using ebooks for development of various skills

Here are some effective methods to use ebooks for the development of different skills:

**Reading Comprehension and Critical Thinking:** Engage students in guided reading sessions where they can analyze and interpret the content of the books. Encourage discussions on the themes, characters, and plot elements, prompting critical thinking and fostering reading comprehension skills.

**Language and Vocabulary Development:** Use books with rich language and vocabulary to expand students' linguistic abilities. Encourage students to identify and analyze new words, discuss their meanings, and use them in context to reinforce language acquisition and vocabulary development.

**Writing Skills Improvement:** Integrate books into writing exercises that prompt students to craft their own stories, summaries, or responses to the text. Encourage students to emulate the writing styles of the authors they are reading, fostering creativity and enhancing their writing skills.

**Presentation and Communication Skills:** Assign book-related projects that require students to give presentations, book reviews, or dramatic readings to their peers. This method promotes public speaking skills, enhances communication abilities, and encourages students to articulate their thoughts effectively.

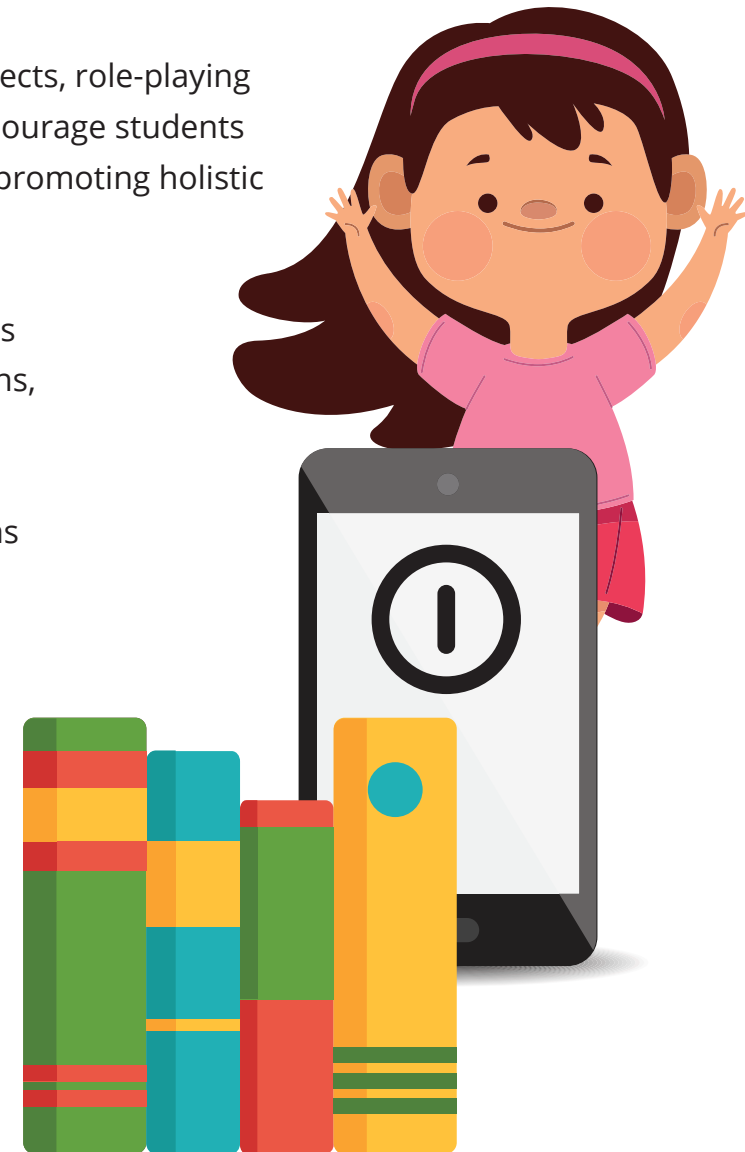
**Research and Analytical Skills:** Encourage students to conduct research on the historical, cultural, or scientific context of the books they are reading. Guide them in analyzing the author's background, the historical period, or the cultural influences that shaped the narrative, fostering research and analytical skills development.



**Creativity and Imagination Enhancement:** Organize creative activities such as art projects, role-playing exercises, or storytelling sessions inspired by the themes or characters in the books. Encourage students to express their creativity and imagination through various forms of artistic expression, promoting holistic development and fostering a love for literature.

**Problem-Solving and Critical Analysis:** Integrate books that present complex narratives or challenging themes, and encourage students to critically analyze the characters' actions, motivations, and the consequences of their decisions.

**Digital Literacy and Technology Integration:** Utilize ebooks or digital reading platforms that incorporate multimedia elements, interactive quizzes, or supplementary learning materials. Teach students how to navigate digital resources effectively, fostering digital literacy skills and technological proficiency.





## Activity proposal: ebooks for enhancing communication and presentation skills



Let's consider an example of how to integrate books in the classroom to enhance communication and presentation skills through the example: Book review and presentation project.

### Objective

To improve communication skills and encourage critical thinking through the analysis and presentation of a chosen book.

### Step 1: Book Selection

Allow each student to select a book of their choice from a curated list of age-appropriate literature.

### Step 2: Reading and Analysis

Allocate sufficient time for students to read and analyze their chosen books.

### Step 3: Presentation Day

Allocate a specific day for students to present their book reviews to their peers. Encourage them to describe the book even though they cannot read.

### Step 4: Reflection and Improvement

Encourage students to reflect on their presentation experiences and identify areas where they can improve their communication skills for future presentations.

By implementing this project, students not only improve their communication and presentation skills but also enhance their critical thinking abilities through the analysis and evaluation of the books. Moreover, the peer evaluation process fosters a collaborative learning environment, encouraging students to support and learn from each other.



## Lesson plan: How to turn the ebook in a creative lesson

Here's an example of how to turn an ebook into a creative lesson plan for kindergarten students, focusing on imagination and sensory learning:

**E-book Title: „Happy Birthday“**

**Objective:**

To foster imagination and sensory learning through the exploration of the ebook „Happy Birthday“ and the development of a creative storytelling and art activity.

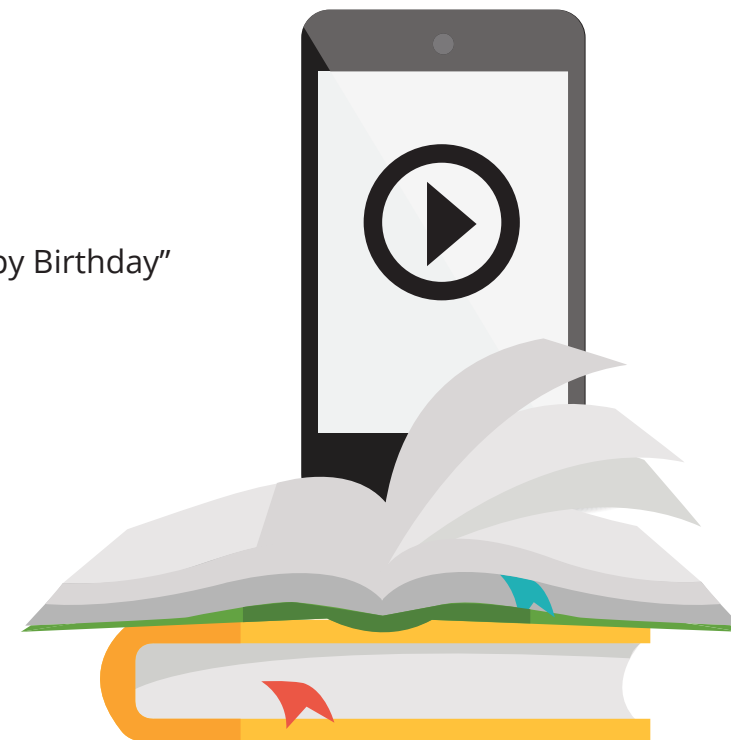
### LESSON PLAN

#### Introduction (15 minutes):

- > Introduce the ebook „ Happy Birthday „ to the students, showcasing colorful images and discussing the characters and settings in a simple and engaging manner.
- > Encourage the children to share their favorite page from the story.

#### E-book Exploration (20 minutes):

- > Display the ebook on a large screen or interactive whiteboard.
- > Read aloud a selected section of the ebook, using expressive storytelling techniques to captivate the children's attention and imagination.
- > Encourage the children to interact with the story by making counts related to the book.



### **Sensory Art Activity (30 minutes):**

- > Provide each child with materials such as colored paper, glue, child-safe scissors, and a variety of craft supplies.
- > Guide the children in creating their own hats, encouraging them to use their imagination to decorate and personalize their art pieces.

### **Storytelling and Puppet Show (20 minutes):**

- > Allow the children to use their crafted hats to act out a short scene from „Happy Birthday” in front of their peers.
- > Encourage them to narrate the story in their own words, expressing their creativity and imagination.

### **Reflection and Discussion (15 minutes):**

- > Facilitate a group discussion about the children’s favorite parts of the story and their experiences in creating the hats.

### **Extension Activity (Homework Assignment):**

- > Encourage the children to draw a picture of their favorite scene from the story and share it with their families.  
By transforming the ebook into a creative lesson plan for kindergarten students, educators can stimulate the children’s imagination, promote sensory learning, and encourage active participation in storytelling and art activities, fostering a positive and enjoyable learning experience.



## FOCUS: Can an ebook integrate with the need to develop skills, creativity and sociality?

Ebooks can be integrated into the classroom in a way that not only facilitates the development of various skills but also promotes creativity and social interaction. Here are some examples of how ebooks can be used to achieve these goals:

**Skill Development through Interactive Exercises:** Ebooks can include interactive exercises such as quizzes, puzzles, and games that encourage critical thinking, problem-solving, and analytical skills development. For instance, a language learning ebook can include interactive grammar exercises or vocabulary-building games, fostering language proficiency and cognitive development.

**Creativity Enhancement through Multimedia Elements:** Ebooks can incorporate multimedia elements like audio, video, and interactive graphics that stimulate creativity and imagination. For example, a science ebook can include interactive simulations or virtual experiments that allow students to explore scientific concepts in a visually engaging and creative manner, inspiring a passion for learning and discovery.

**Collaborative E-reading Activities:** Teachers can organize collaborative e-reading activities where students can read and discuss ebooks together, fostering social interaction, teamwork, and communication skills. Students can be encouraged to share their interpretations, insights, and personal reflections on the ebook's content, promoting a collaborative learning environment and strengthening interpersonal relationships within the classroom.

**Digital Storytelling Projects:** Ebooks can serve as a platform for digital storytelling projects where students can create their own stories, incorporating multimedia elements such as images, audio, and animations. This process not only enhances creativity but also encourages collaboration and communication skills as students work together to develop and present their unique narratives.



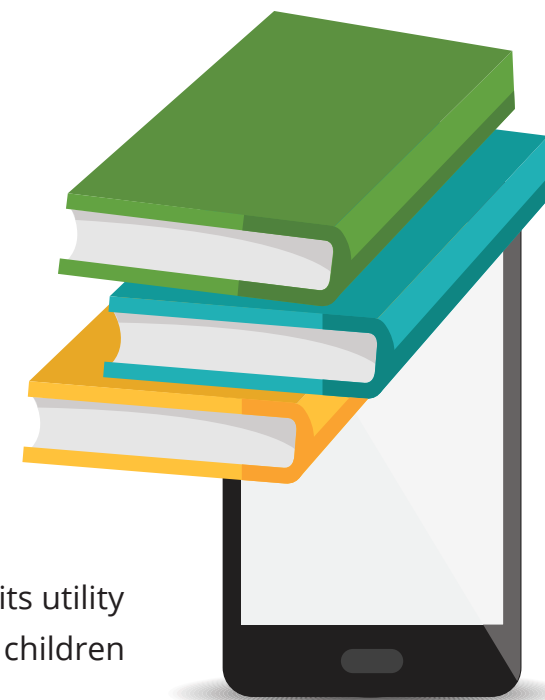
**Interactive Group Projects and Presentations:** Ebooks can be used as reference materials for interactive group projects and presentations that require students to collaborate, research, and present their findings to their peers. Students can leverage multimedia elements within the ebooks to create dynamic and engaging presentations that showcase their creativity, research skills, and effective communication abilities.

## Conclusion

Storytelling, an intrinsic aspect of human nature, encapsulates the art of listening, comprehending, and creating narratives, which evolves over time by amalgamating tradition and innovation. Enter digital storytelling, a novel pedagogical tool that fosters learning and the acquisition of fundamental skills in linguistic and logical-mathematical domains.

The freely accessible ABIbooks collection library caters to children aged between 4 and 8, extending its utility across diverse settings: schools, homes, learning scenarios, homeschooling, specialized activities for children with learning difficulties, after-school programs...

The innovation sprouts from the creation of books, no longer confined solely to the domain of publishers and editors. Instead, it emerges from the fusion of experiences and expertise of educational professionals, teachers, and pedagogues. Crucially, parents engaging with interactive digital books discover tools and best practices that aid their children's learning journey, fostering experimental paths, and even paving the way for personalized learning avenues.



The ABIbooks initiative adopts a creative approach aimed at imparting key basic skills, particularly in literacy and numeracy. Concentrating on mathematics and literacy, the project empowers interactive learning, offering a repository of handpicked interactive books while specially curating content focused on honing basic skills. This approach pivots away from passive learning, encouraging active participation, discussion, engagement, and play, thereby nurturing literacy, mathematical competence, and soft skills like collaboration, creativity, and critical thinking. The marriage of storytelling with interactivity through the creation of these books significantly enhances pupils' literacy and mathematical skills. Narration is employed to elucidate concepts, impart knowledge, and fortify student retention. This approach combines storytelling with interactive elements, enhancing pupil engagement, contextualizing abstract concepts, and fostering creativity.

ABIbooks aims to instigate new reading experiences, enriching traditional reading with elements of interactivity, multimedia, and global accessibility. Interactive features in ebooks empower readers to actively engage with the story, providing a diverse, immersive reading encounter. Beyond dynamizing traditional books, this approach caters to individuals with reading difficulties, enhancing accessibility for diverse audiences.

We have produced, tested, optimized those resources with many teachers and learners. Their experiences and practical tips have been collected to help you through this new approach of learning and teaching. Whether you want to discover new resources, create your own teaching materials, or even work with your pupils to design ebooks BY and FOR themselves, the resources of the ABIbooks project are freely available.

ABIbooks, with its fusion of innovation, interactivity, and inclusivity, is an example of what a different learning approach could look like, a new tool to add to teachers' existing pedagogical arsenal, ensuring a holistic and engaging educational experience for children across diverse spectrums.

