



EWAS International Ltd.
P.O. Box 25438
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Dear Parents,

Home Practice is an important part of the learning process when learning a foreign language.

Home Practice is an integral part of the EWAS programs and methodology.

Your involvement in your child's English language education will ensure excellent results for your child.

Below are the instructions that lay out how to help your child at home with his/her English.

Good luck and best wishes.

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Home Practice: “Reading” the Picture Storybook

The purpose of the home practice sessions is to reinforce what your child has learned in the EWAS lessons. At the same time, home practice gives you, the parents an opportunity to experience **English With A Smile** along with your children. We recommend that you take an active role in your children's home practice.

There are four stages to this process. It works like this:

Stage One: Have your child open his/her picture storybook. Play the story CD for the particular page or pages you are working on. Have your child point to the illustrations to indicate that they understand the words and phrases and sentences illustrated in the pictures. The children are familiar with this process. They do this in class regularly.

Stage Two: Play the CD a second time. This time have your child recite the lines spoken by the characters along with them.

Stage Three: Identify and have your child repeat first single words, then phrases and finally sentences that are represented by and in the illustrations. Do this one illustration at a time. For example, when you work with the illustration on page 6 of the Bobby English storybook, identify and repeat the following words, phrases and sentences: **Bobby, Brother, Sister. Bobby English, Brother Bear, Sister Bear. Good morning. Good morning, Bobby. Good morning, Brother. Good morning, Sister. Good morning, Bobby English, Brother Bear and Sister Bear.**



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Still in Stage Three: In the event that there is a song that is sung along with the illustration, play the song and have the pupils sing their parts (or sing along with the characters). For example, in the song, *Good Morning, Brother*, which is heard along with page 6, Bobby sings **Good morning, Brother**. There is enough time for your child to echo Bobby's line with another **Good morning, Brother**. In effect, he/she is doing what they were taught to do by their teacher as they learned the song in class.

Stage Four: Now practice with your child how to apply what they have learned from the illustration to their own families. This means that each pupil should be prepared to use the words, phrases and sentences in the context of their own homes. For example, this time with reference to page 7, he/she can say: **Good morning, Mother. Good morning, Father**. He/she can also say, more informally: **Good morning, Mommy. Good morning, Daddy**. He/she can also apply what they learned on page 1 and say: **Hi, Mommy. Hello, Daddy**.

Still in Stage Four: You can also apply previously learned words that can fit into the new context (not necessarily in the direct context of the illustration at this point): **Stand up, Mommy. Sit down, Mommy. Quiet, Brother. Look, Sister. Listen, Daddy**. Here, too, you can have your child use the names of their brothers and sisters. Then the pupils can say, for example, **Good morning, Wang. Sit down, Kyung**. In the event that there are no siblings at home, these short conversations can be used with grandparents, aunts and uncles, cousins and friends.