

# LESSON PLAN GUIDE

PictureBook English Reading Series — Grammar Fluency

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<b>Category</b>	Fluency in Key Grammar	<b>Title</b>	Grammar Book 18 – Becoming a Reporter!: Reporting Verbs & Noun Clauses
<b>Ages</b>	6–9	<b>Theme</b>	Noun Clauses + Reporting Verbs + Academic Register

## INTRODUCTION OF THE BOOK

In this book, children become investigative journalists — moving beyond personal opinions to report on scientific findings and world facts. Through fascinating data such as the most popular baby names and the psychology of childhood beliefs, children practise structures like 'Experts found that...' and 'Research shows that...' that transform casual statements into authoritative, professional reports.

This book builds directly on Books 15 and 16, taking the noun clause from personal and conversational use into formal, academic reporting. Children who master this shift have one of the most valuable tools in academic English at their fingertips — the ability to attribute ideas, cite evidence, and write with authority.

## VERBS THAT INTRODUCE NOUN CLAUSES

Thinking & Believing	Speaking & Reporting	Feeling & Reassurance
think, believe, know, understand, forget	say, tell, explain, agree, promise, claim	hope, fear, feel, ensure
"I think that it will rain." / "She knows that the answer is 42."	"Experts found that..." / "Research shows that..." / "He told me that..."	"I hope that you have a nice day." / "I fear that..."

## CASUAL VS ACADEMIC — THE REPORTER'S UPGRADE

Casual vs Academic	Casual version	Academic / Reporter version
<b>Telling a fact</b>	<i>He said that the Sun is white.</i>	<i>Experts found that the Sun is white.</i>
<b>Sharing research</b>	<i>Someone said that sleep is important.</i>	<i>Studies show that sleep is essential.</i>
<b>Reporting discovery</b>	<i>They said that water is on Mars.</i>	<i>Scientists discovered that water exists on Mars.</i>

## LEARNING OBJECTIVES

Children will be able to:

- Use noun clauses after verbs of thinking, speaking, and feeling — 'I think that...', 'Experts found that...'
- Distinguish between casual reporting (said) and academic reporting (found, discovered, showed)

- Build a Reporter's Vocabulary — found, discovered, reported, showed, claimed, explained
- Broadcast a fact using professional reporting structures
- Use 'The Big Why' — extend responses with noun clauses and reasoning

## LEARNING ACTIVITIES

### 1. Build a Reporter's Vocabulary

Go through the Discovery Verbs together — found, discovered, reported, showed, claimed, explained. Compare each one to the casual verb 'said': 'He said the Earth is round' vs 'Scientists discovered that the Earth is round.' Ask your child: 'Which one sounds more like a reporter?' Use the Reporter's Upgrade table above to practise transforming casual sentences into professional ones.

### 2. Play News Anchor

Take a fact from the book and ask your child to broadcast it to the family as a news anchor. Encourage them to use reporting verbs: 'Experts have discovered that...' or 'Statistics show that...' or 'Research has found that...' The more dramatic the broadcast, the better! This activity helps children feel the difference between casual conversation and professional reporting in a fun, memorable way.

### 3. Ask The Big Why

After reading each fact in the book, ask: 'Why do you think this is true?' Push your child to answer with a full noun clause: 'I think that people choose that name because...' or 'I believe that children think this way because...' This critical thinking extension builds the sentence complexity needed for higher-level school writing and teaches children to support their opinions with reasoning.

### 4. Spot all three verb categories

As you read the book, hunt for examples of all three categories of noun clause verbs — thinking/believing, speaking/reporting, and feeling/reassurance. Make a list under each category. This active reading strategy helps children internalise the range of verbs available to them and builds a rich reporting vocabulary that will serve them in academic writing for years to come.

## FOLLOW-UP ACTIVITIES

Ask your child to write a short news report about something they find genuinely interesting — a sport, an animal, a food, a country. The report must include at least three different reporting verbs and three noun clauses. Encourage them to use the academic register: 'Experts believe that...', 'Studies have shown that...', 'Scientists discovered that...' Read the finished reports aloud in a News Anchor style. This activity produces genuinely impressive academic writing and builds enormous confidence in formal English.

Try the fun online learning activities for this book on our website!

[Click here to try the online learning activities](#)

## TEACHER'S NOTES AND TIPS

Noun clauses are fundamental to academic English — they allow writers to attribute ideas, report research, express opinions, and make complex arguments. The key conceptual leap in this book is the shift from personal register ('I think...') to academic register ('Research shows that...'). This distinction is one of the most important skills for school success, yet it is rarely taught explicitly at this age. The News Anchor activity is particularly effective because it gives children a vivid performance

context that makes the formal register feel natural rather than stiff. Note that 'tell' requires a person object ('He told me that...') while 'say' does not — a common error worth addressing explicitly.