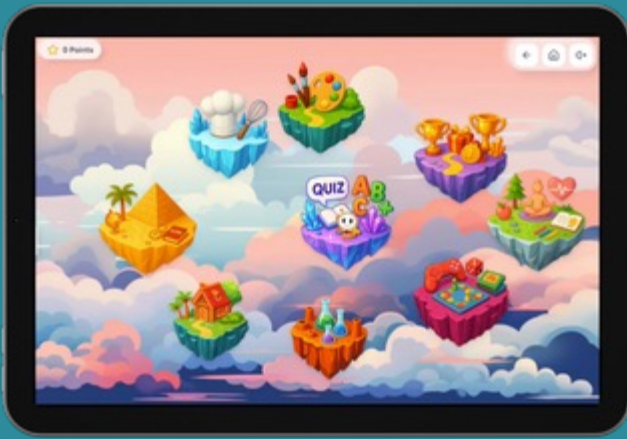


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Noun & Adjective Groups - Year 5

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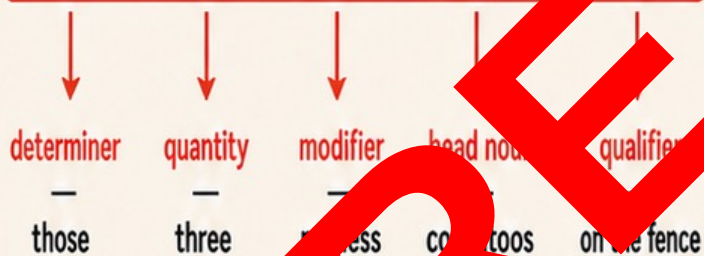
BUILD PRECISE DESCRIPTIONS



NOUN GROUP

A group of words built around a head noun.

[those three restless cockatoos on the fence]

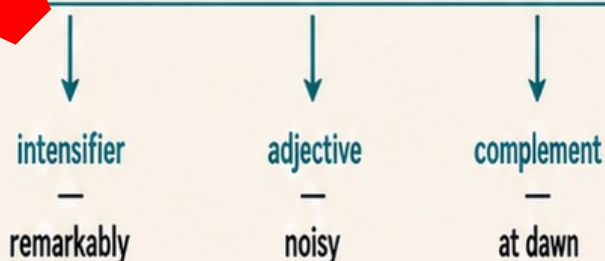


Ask: Which noun is the head?
Which words belong with it?

ADJECTIVE GROUP

A group of words that works together to describe.

[The cockatoos were remarkably noisy at dawn].



Ask: What does the whole group describe? Where does it begin and end?

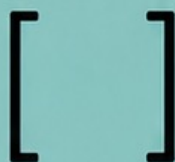
1

FIND the head or thing described



2

BRACKET the complete group



3

TEST every word



4

REVISE for precision





DESCRIPTION LAB



Build a noun group. Test every word.

1 Choose one card from each useful category.

2 Arrange the cards around a head noun.

3 Read the complete group aloud.

4 Remove any word that does not add meaning.

DETERMINER

QUANTITY

MODIFIER(S)

HEAD NOUN

QUALIFIER

[those two weathered boats beside the jetty]

USE IT IN A SENTENCE

I noticed [].

ADD TO NOUN GROUP

The scene was [].

Is the head noun clear?



Does every word belong?



Is the description precise, not overloaded?

DESCRIPTION LAB PHRASE CARDS

Cut along the dotted lines. Choose only the cards that make a clear, precise noun group.

DETERMINER	QUANTIFIER	MODIFIER	HEAD NOUN	QUALIFIER
a	two	ancient	bridge	beside the creek
an	three	glistening	dragonflies	under the stars
the	several	narrow	track	with a cracked handle
this	many	restless	waves	from the old station
those	a pair of	weathered	lantern	at the edge of the field

PRECISION PATH CHALLENGE

Identify it. Build it. Test it. Revise it.

HOW TO PLAY

- 1 Place a counter on START.
- 2 Roll, then move.
- 3 Draw a card that matches your space colour.
- 4 A clear response stays.
An unclear response moves back one space.

COLOUR GUIDE

- CORAL — IDENTIFY
- TEAL — BUILD
- GOLD — BOUNDARY
- NAVY — REVISE





PRECISION PATH CHALLENGE CARDS

Draw a line to connect the word to the group that matches your space. Respond in a complete sentence.

IDENTIFY

1.

Bracket the complete noun group: The tiny skink under the warm rock darted away.

2.

Name the head noun: [those silver clouds above the range]

3.

Bracket the adjective group: The path was surprisingly steep after the rain.

BUILD

Expand the noun group by adding a determiner and a quantifier.

5.

Complete: The explorers were [_____].

6.

Combine: the / weathered / sign / near the gate

BOUNDARY

7.

Which is the complete group? A the old shed B old C shed

8.

Is [the arrow for the group] a complete group? Explain.

9.

Repair the group: [the every bright lantern]

REVISE

10.

Replace the vague group: The thing made a sound.

11.

Improve: The flowers were nice.

12.

Turn the overload: the huge enormous gigantic tower



GROUP DETECTIVE

Find the complete noun group.



A BRACKET AND UNDERLINE

Bracket the complete noun group in each sentence. Underline its head noun.

1. The tiny gecko beside the letterbox watched us.
2. Several curious students from the robotics club stayed behind.
3. A trail of silver bubbles rose through the water.
4. Those two cracked tiles near the doorway need replacing.
5. The loudest kookaburra in the eucalypt gum tree woke the campsite.

B EXPLAIN THE CHOICE

For sentence 1, which words belong with the head noun? Explain how you know.

CHALLENGE CHANGE THE DETAIL

Rewrite sentence 1 with a different modifier and qualifier, but keep the same head noun.



GROUP DETECTIVE

Find the complete noun group.



A BRACKET AND UNDERLINE

Bracket the complete noun group in each sentence. Underline its head noun.

1. [The tiny gecko beside the letterbox] watched us.
2. [Several curious students from the robotics club] stayed behind.
3. [A trail of silver bubbles] rose through the water.
4. [Those two cracked tiles near the doorway] need replacing.
5. [The loudest kookaburra in the old gum tree] woke the campsite.

B EXPLAIN THE BOUNDARY

For sentence 3, which words belong with the head noun? Explain how you know.

A trail of silver bubbles. Trail is the head noun; the other words identify the complete noun group.

CHALLENGE CHANGE THE DETAIL

Rewrite sentence 1 with a different modifier and qualifier, but keep the same head noun.

The watchful gecko beneath the porch watched us.



GROUP DETECTIVE

PAGE 2 OF 2

Test tricky boundaries and head nouns.

Name: _____

[A] CHOOSE THE COMPLETE GROUP

Circle A, B or C. Then underline the head noun in your chosen group.

1. A the rusted gate behind the shed B rusted C gate
2. A a cluster of bright red berries B bright red C berries
3. A the final train to Ballarat B final train C train
4. A our most detailed map of the coastline B detailed map C map

[B] BRACKET IN CONTEXT

Bracket the complete noun group. Underline its head noun.



1. My neighbour's energetic kel with one white paw chased the ball.
2. At sunrise, the pale light from the window filled the room.
3. We repaired the loose wheel on Dad's old barrow.
4. Each of the labelled specimen in the tray was photographed.

[C] EXPLAIN A TRICKY EDGE

How can words after the head noun still belong to the noun group? Use one example from this page.



GROUP DETECTIVE

PAGE 2 OF 2

Test tricky boundaries and head nouns.

Name: **ANSWERS**

A CHOOSE THE COMPLETE GROUP

Circle A, B or C. Then underline the head noun in your chosen group.

1. **A** the rusted gate behind the shed B rusted C gate
2. **A** a cluster of bright red berries B bright red C berries
3. **A** the final train to Ballarat B final train C train
4. **A** our most detailed map of the coastline B detailed map C map

B BRACKET IN CONTEXT

Bracket the complete noun group. Underline its head noun.

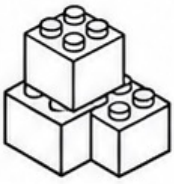
1. [My neighbour's energetic kel with one white paw] chased the ball.
2. At sunrise, [the pale light over the harbour] filled the room.
3. We repaired the loose wheel on Dad's old barrow].
4. [Each of the labelled specimen in the tray] was photographed.

C EXPLAIN A TRICKY EDGE

How can words after the head noun still belong to the noun group? Use one example from this page.

A qualifier can follow the head and still add detail.

In "the pale light over the harbour", "over the harbour" tells which light.



Name: _____

PAGE 1 OF 2

BUILD PRECISE NOUN GROUPS



Build from the head noun out.

A BUILD EACH GROUP

Write in the empty boxes. Then copy the complete noun group onto the line.

1.

DETERMINER	+	MODIFIER	+	HEAD NOUN lighthouse	+	QUALIFIER
------------	---	----------	---	-------------------------	---	-----------

Complete group: _____

2.

QUANTITY	+	MODIFIER	+	HEAD NOUN cakes	+	QUALIFIER
----------	---	----------	---	--------------------	---	-----------

Complete group: _____

3.

DETERMINER	+	TWO MODIFIERS	+	HEAD NOUN scientist	+	QUALIFIER
------------	---	---------------	---	------------------------	---	-----------

Complete group: _____

4.

POSSESSOR	+	MODIFIER	+	HEAD NOUN notebook	+	QUALIFIER
-----------	---	----------	---	-----------------------	---	-----------

Complete group: _____

B USE YOUR GROUPS

Choose two complete groups. Use each one in a vivid, grammatical sentence.

☐

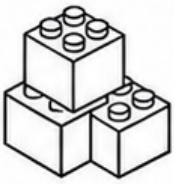
The head noun is clear.

☐

Every word belongs.

☐

The detail is precise, not overloaded.



BUILD PRECISE NOUN GROUPS



Build from the head noun out.

A BUILD EACH GROUP

Write in the empty boxes. Then copy the complete noun group onto the line.

1.

DETERMINER

the

+

MODIFIER

solitary

+

HEAD NOUN

lighthouse

+

QUALIFIER

the cliff

Complete group: the solitary lighthouse on the cliff

2.

QUANTITY

three

+

MODIFIER

muddy

+

HEAD NOUN

bikes

+

QUALIFIER

beside the oval

Complete group: three muddy bikes beside the oval

3.

DETERMINER

the

+

TWO MODIFIERS

patient, inventive

+

HEAD NOUN

scientist

+

QUALIFIER

from the marine lab

Complete group: the patient, inventive scientist from the marine lab

4.

POSSESSOR

Mina's

+

MODIFIER

weathered

+

HEAD NOUN

notebook

+

QUALIFIER

with the torn cover

Complete group: Mina's weathered notebook with the torn cover

B USE YOUR GROUPS

Choose two complete groups. Use each one in a vivid, grammatical sentence.

The solitary lighthouse on the cliff flashed through the fog.

Mina's weathered notebook with the torn cover held years of field sketches.



The head noun is clear.



Every word belongs.



The detail is precise, not overloaded.



BUILD PRECISE NOUN GROUPS



Choose detail that earns its place.

A CHOOSE FOR THE CONTEXT

Circle the more precise noun group for each context. Underline its head noun.

1. A storm is approaching.	A the clouds	B the bruised clouds above the western hills
2. A runner waits at the start.	A a competitor	B the focused competitor in the four
3. A museum display.	A old things	B three carefully restored tools from the goldfields
4. A campsite at night.	A the animal	B a cautious possum near the food box

B REVISE THE BARE NOUN

Rewrite each sentence with a precise noun group. Keep the sentence grammatical.

1. The bird landed.

2. A vehicle stopped.

3. The person waved.

4. The soldier startled the crowd.

C JUSTIFY ONE CHOICE

Which added detail was most useful? Explain what it helped the reader picture or understand.



BUILD PRECISE NOUN GROUPS

Choose detail that earns its place.



A CHOOSE FOR THE CONTEXT

Circle the more precise noun group for each context. Underline its head noun.

1. A storm is approaching.	A the clouds	B the bruised <u>clouds</u> above the western hills
2. A runner waits at the start.	A a competitor	B the focused <u>competitor</u> in the four
3. A museum display.	A old things	B three carefully restored <u>tools</u> in the goldfields
4. A campsite at night.	A the animal	B a delicious <u>possum</u> in the food box

B REVISE THE BARE NOUN

Rewrite each sentence with a precise noun group. Keep the sentence grammatical.

1. The bird landed.

The flame-coloured rosella on the tree landed.

2. A vehicle stopped.

A dented delivery van with a broken mirror stopped.

3. The person waved.

The cheerful ranger on the beach track waved.

4. The sound startled us.

A sudden creak from the darkened attic startled us.

C JUSTIFY ONE CHOICE

Which added detail was most useful? Explain what it helped the reader picture or understand.

"Above the western hills" locates the clouds and helps the reader picture where the storm is forming.

ADJECTIVE GROUP BOUNDARIES

Name: _____

Find every word doing the describing.

An adjective group works together to describe. It can appear before a noun or after a linking verb.



A. BRACKET AND CIRCLE

Bracket the complete adjective group. Circle the core adjective.

1. The hikers were far too tired to continue.
2. We crossed the unusually narrow bridge.
3. The soup tasted surprisingly rich and smoky.
4. Eager to begin, the team opened the map.
5. The old rope felt rough against my palms.
6. We watched the deeply worried residents.



B. REPAIR THE BOUNDARY

Each bracket stops too soon. Rewrite the sentence with the complete adjective group bracketed.

1. The water was [extremely] cold to the touch.

2. We saw [a] fragile [shell].

3. [After] her careful work, Lina smiled.

4. The track seemed [almost] impossible after rain.



C. CREATE YOUR OWN

Write one sentence with an adjective group after a linking verb.

ADJECTIVE GROUP BOUNDARIES

Name: ANSWERS

Find every word doing the describing.

An adjective group works together to describe. It can appear before a noun or after a linking verb.

[]

A. BRACKET AND CIRCLE

Bracket the complete adjective group. Circle the core adjective.

1. The hikers were [far too tired] to continue.
2. We crossed the [unusually narrow] bridge.
3. The soup tasted [surprisingly rich and smoky]
4. [Eager to begin], the team opened the map.
5. The old rope felt [rough against my palms]
6. We watched the [deeply worried] residents.



B. REPAIR THE BOUNDARY

Each bracket stops too soon. Rewrite the sentence with the complete adjective group bracketed.

1. The water was [extremely] cold to the touch.
The water was extremely cold to the touch].

2. We saw [a very] fragile shell.
We saw the very fragile shell.

3. [Proud of her] careful work, Lina smiled.
[Proud of her careful work], Lina smiled.

4. The track seemed [almost] impossible after rain.
The track seemed [almost impossible after rain].



C. CREATE YOUR OWN

Write one sentence with an adjective group after a linking verb.

The unfinished mural looked remarkably vivid under the gallery lights.



TEXT HUNT AND TRANSFORM

Read closely. Track the groups.

Name: _____



THE NIGHT MARKET

By sunset, the narrow lane behind the library had changed. Strings of paper lanterns above the stalls glowed against the deepening twilight. The warm air was rich with cinnamon, smoke and citrus.

Maya followed the lively crowd towards a tiny music stage near the fountain. A young violinist in a cobalt jacket was completely absorbed in the melody. Beside him, two patient drummers with silver-tipped sticks waited for their cue.

When the rhythm began, the whole square seemed suddenly awake. Even the sleepy terrier beneath a wooden bench lifted its head. Maya felt eager to stay until the final song.

A. MAP THE NOUN GROUPS

Bracket six complete noun groups in the passage. Underline each head noun.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

B. COLLECT THE ADJECTIVE GROUPS

Find four complete adjective groups in the passage. Copy each one.

1. _____
2. _____
3. _____
4. _____

C. EXPLAIN THE EFFECT

Choose one group. Explain what it helps the reader picture, feel or understand.



TEXT HUNT AND TRANSFORM

Read closely. Track the groups.

Name: **ANSWERS**



THE NIGHT MARKET

By sunset, [the narrow lane behind the library] had changed. [strings of] [paper lanterns above the stalls] glowed against [the deepening sky]. The warm air was rich with cinnamon, smoke and citrus.

Maya followed [the lively crowd] towards [a tiny stage near the fountain]. [A young violinist in a cobalt jacket] was completely absorbed in the melody. Beside him, two patient drummers with silver-tipped sticks waited for their cue.

When the rhythm began, the whole square seemed suddenly awake. Even the sleepy terrier beneath a wooden bench lifted its head. Maya felt eager to stay until the final song.

A. MAP THE NOUN GROUPS

Bracket six complete noun groups in the passage. Underline each head noun.

- | | |
|-------------------------------------|-----------------------------|
| 1. <u>the narrow lane</u> | 4. <u>the deepening sky</u> |
| 2. <u>strings of paper lanterns</u> | 5. <u>the lively crowd</u> |
| 3. <u>the young violinist</u> | 6. <u>the tiny stage</u> |

B. COLLECT THE ADJECTIVE GROUPS

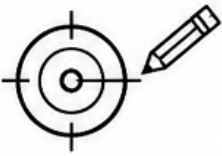
Find four complete adjective groups in the passage. Copy each one.

- rich with cinnamon, smoke and citrus
- completely absorbed in the melody
- suddenly awake
- eager to stay until the final song

C. EXPLAIN THE EFFECT

Choose one group. Explain what it helps the reader picture, feel or understand.

"eager to stay until the final song" shows Maya's strong interest and helps the reader feel the market's excitement.



TEXT HUNT AND TRANSFORM

Make every group work harder.

Name: _____

A. SHARPEN THE GROUPS

Replace the bracketed vague group. Rewrite the complete sentence with precise, useful detail.

1. [The thing] beside the stall fell.

2. [A person] carried the box.

3. The music was [nice].

4. The crowd looked [happy].

B. BUILD FOR PURPOSE

Context: A storm has damaged an old railway platform.

Complete the boxes. Then use the noun group in a sentence.

DETERMINER _____	→	MODIFIER _____	→	HEAD NOUN platform	→	QUALIFIER _____
----------------------------	---	--------------------------	---	------------------------------	---	---------------------------

Complete sentence:

C. TRANSFORM A PARAGRAPH

A person walked into a place. The lights were bright. A sound began. People watched.

Rewrite it with at least three precise noun groups and two complete adjective groups.

☐

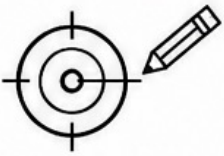
I kept every sentence grammatical.

☐

I chose details that fit the context.

☐

I checked each group's boundary.



TEXT HUNT AND TRANSFORM

Make every group work harder.

Name: **ANSWERS**

A. SHARPEN THE GROUPS

Replace the bracketed vague group. Rewrite the complete sentence with precise, useful detail.

1. [The thing] beside the stall fell.

The top row of glass jars beside the spice stall fell.

2. [A person] carried the box.

A weary vendor in a linen apron carried the box.

3. The music was [nice].

The music was unexpectedly bright and rhythmic.

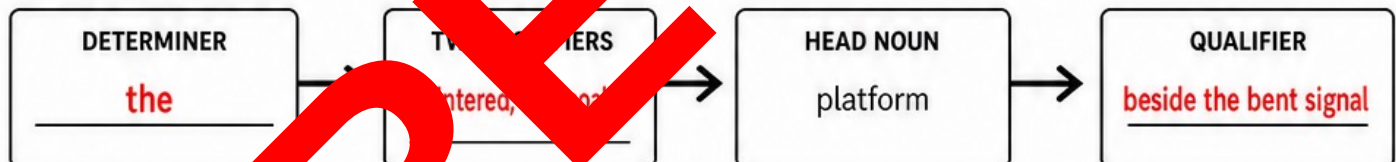
4. The crowd looked [happy].

The crowd looked delighted by the final performance.

B. BUILD FOR PURPOSE

Context: A storm has damaged an old railway platform.

Complete the boxes. Then use the noun group in a sentence.



Complete sentence:

The splintered, soaked platform beside the bent signal was unsafe to cross.

C. TRANSFORM A PARAGRAPH

A person waited into a place. The lights were bright. A sound began. People watched.

Rewrite it with at least three precise noun groups and two complete adjective groups.

A cautious traveller in a soaked coat stepped into the deserted station.

The flickering lamps above the platform were strangely dim.

A low whistle from the flooded tunnel grew suddenly louder.

The stranded passengers beside the ticket office watched in silence.



I kept every sentence grammatical.



I chose details that fit the context.



I checked each group's boundary.

PICTURE PROMPT WRITING LAB

PAGE 1 OF 2

Plan precise groups before you write.

Name: _____



A. COLLECT PRECISE NOUN GROUPS

Name what you notice. Build a complete noun group for each detail.

FOREGROUND OBJECT

PERSON OR ANIMAL

DISTANT FEATURE

B. BUILD THE MOMENT

Complete each sentence with an adjective group. Add more than one word when useful.

The air felt _____.

The platform seemed _____.

The sky looked _____.

C. PLAN A MOMENT

Jot down the turning point for your scene.

WHO ENTERS?

WHAT CHANGES?

WHY DOES IT MATTER?

Choose detail that is precise, grammatical and useful — not overloaded.

PICTURE PROMPT WRITING LAB

PAGE 1 OF 2

Plan precise groups before you write.

Name: **ANSWERS**



A. COLLECT PRECISE NOUN GROUPS

Name what you notice. Build a complete noun group for each detail.

FOREGROUND OBJECT

the torn umbrella beside
the weathered suitcase

PERSON OR ANIMAL

the cautious kelpie in
the glistening puddles

DISTANT FEATURE

the mist-softened hills
beyond the tracks

B. BUILD THE MOMENT

Complete the sentence with an adjective group. Add more than one word when useful.

The air felt **usually fresh and sharp after the storm.**

The platform seemed **strangely deserted despite the waiting traveller.**

The sky looked **brighter above the clearing clouds.**

C. PLAN A MOMENT

Jot down the turning point for your scene.

WHO ENTERS?

a soaked child

WHAT CHANGES?

the silent clock rings

WHY DOES IT MATTER?

the suitcase has an owner

Choose detail that is precise, grammatical and useful — not overloaded.

PICTURE PROMPT WRITING LAB

PAGE 2 OF 2

Draft, revise and sharpen your scene.

Name: _____



YOUR WRITING CHALLENGE

Write two or three connected paragraphs about the moment the suitcase's owner arrives.

- ☐ Use at least four precise noun groups.
- ☐ Use at least three complete adjective groups.
- ☐ Make the detail fit the mood and action.

DRAFT YOUR SCENE

REVISION LENS

REPLACE ONE VAGUE GROUP

EXTEND ONE USEFUL GROUP

CUT ONE OVERLOADED DETAIL

- ☐ My sentences are grammatical.
- ☐ My group boundaries are clear.
- ☐ My details build one consistent scene.

NOUN AND ADJECTIVE GROUPS ASSESSMENT

Analyse boundaries, heads and choices.

Name: _____

Date: _____

Score: ____ / 20



A. NOUN GROUP BOUNDARIES — 8 MARKS

Bracket the complete noun group. Underline its head noun. Two marks each.

1. The weathered fishing boat near the jetty rocked in the swell.
2. Several enormous gum trees beside the creek shaded the track.
3. The final box of fragile instruments arrived at noon.
4. Our new science teacher from Hobart opened the cabinet.



B. ADJECTIVE GROUP BOUNDARIES — 6 MARKS

Bracket the complete adjective group. Circle the core adjective. Two marks each.

1. The tunnel was far too narrow for the truck.
2. Curious about the echo, Lem stepped forward.
3. The fallen leaves were surprisingly dry after the rain.

C. PRECISION AND EXPLANATION — 4 MARKS

1. A rescue boat is crossing rough water. Circle the more useful noun group. — 1 mark

- A. the boat
- B. the battered rescue boat and the reef

Explain why you chose the context. — 2 marks

2. Repair the incomplete boundary: The glass was [extremely] hot to touch. — 2 marks

3. Underline the head noun: those three carefully wrapped parcels on the table — 1 mark

Check that every bracket includes all words working together.

NOUN AND ADJECTIVE GROUPS ASSESSMENT

Analyse boundaries, heads and choices.

Name: ANSWERS

Date: _____

Score: ____ / 20



A. NOUN GROUP BOUNDARIES — 8 MARKS

Bracket the complete noun group. Underline its head noun. Two marks each.

1. [The weathered fishing boat near the jetty] rocked in the swell.
2. [Several enormous gum trees beside the creek] shaded the track.
3. [The final box of fragile instruments] arrived at noon.
4. [Our new science teacher from Hobart] opened the net.



B. ADJECTIVE GROUP BOUNDARIES — 6 MARKS

Bracket the complete adjective group. Circle its core adjective. Two marks each.

1. The tunnel was [far too narrow for the truck].
2. Curious about the echo, Jem stepped forward.
3. The fallen leaves felt [surprising] after the rain].

C. PRECISION AND EXPLANATION — 4 MARKS

1. A rescue boat is crossing rough water. Circle the more useful noun group. — 1 mark

A. the boat

☒ B. the battered rescue boat at the reef

Explain why you chose the context. — 2 marks

It identifies the boat's condition, purpose and position,
so the reader can picture the rescue in rough water.

2. Repair the incomplete boundary: The glass was [extremely] hot to touch. — 2 marks

The glass was [extremely hot to touch].

3. Underline the head noun: those three carefully wrapped parcels on the table — 1 mark

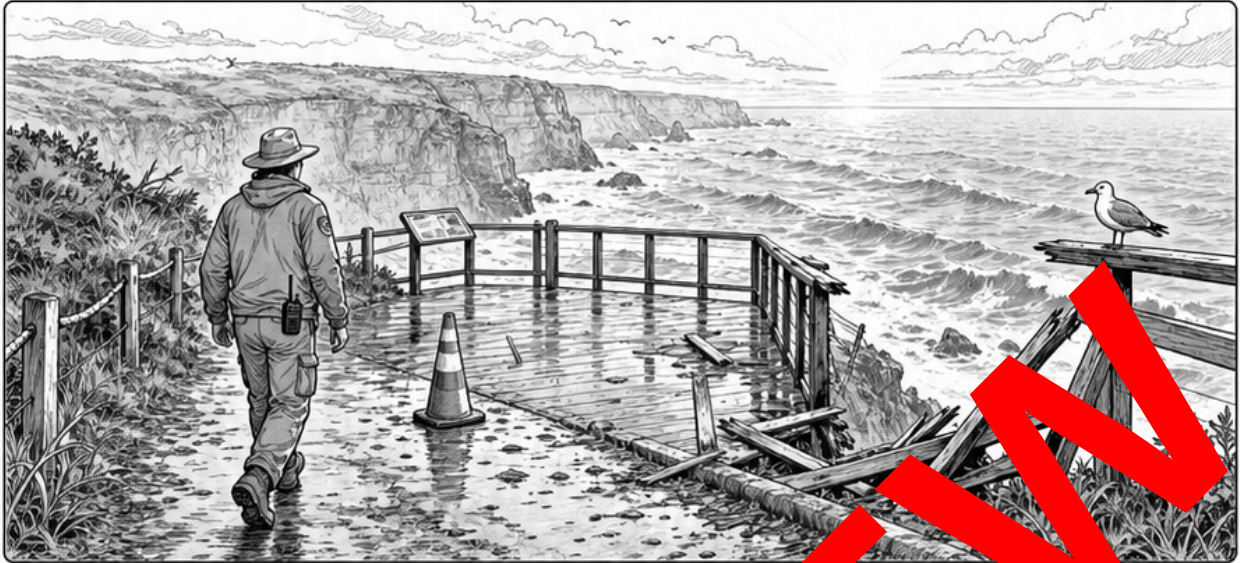
Check that every bracket includes all words working together.

Apply and explain in context.

Name: _____

Date: _____

Score: ____ / 20



A. COMPOSE A RESPONSE — 12 MARKS

Write 120–150 words about the moment the ranger reaches the sea and looks out.

☐ Four precise noun groups — 4 marks

☐ Three precise adjective groups — 3 marks

☐ Accurate grammar and cohesion — 3 marks

☐ Purposeful, short-fit details — 2 marks

B. REFLECT ON YOUR WRITING — 10 MARKS

1. Copy the strongest noun group. Underline its head noun. — 2 marks

2. Copy the strongest adjective group. Circle its core adjective. — 2 marks

3. Explain how one group shapes the reader's picture or mood. — 2 marks

4. Revise one vague or overloaded sentence from your response. — 2 marks

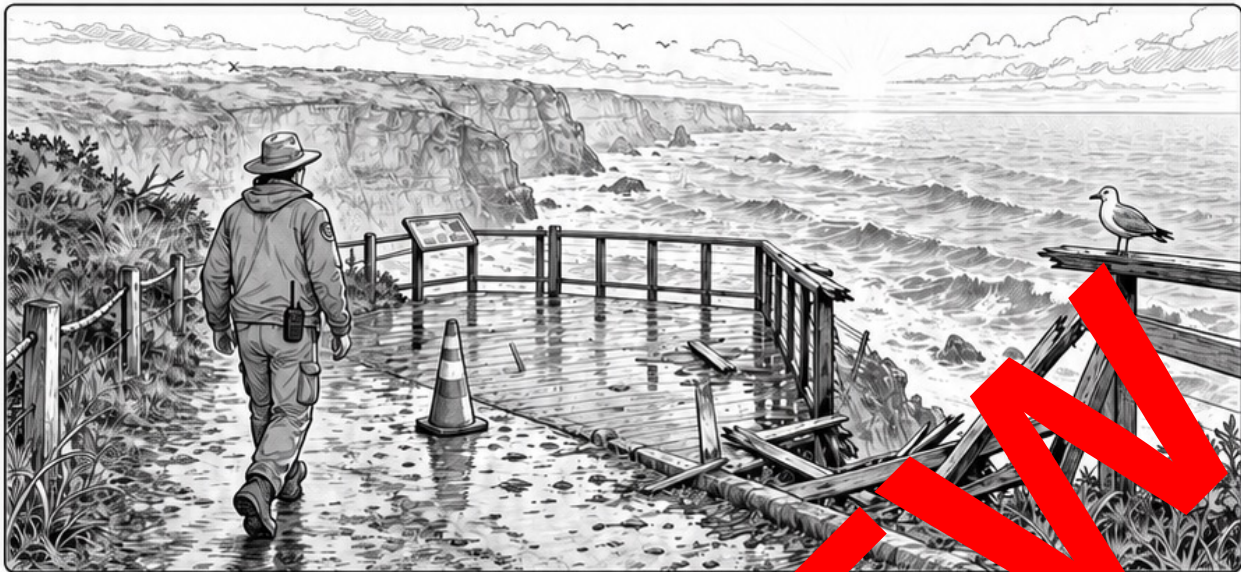
Precision means choosing the detail the reader needs.

Apply and explain in context.

Name: ANSWERS

Date: _____

Score: ____ / 20



A. COMPOSE A RESPONSE — 12 MARKS

Write 120–150 words about the moment the ranger reaches the station and the damaged lookout.

- | | |
|---|---|
| ☒ Four precise noun groups — 4 marks | ☒ Three core adjective groups — 3 marks |
| ☒ Accurate grammar and cohesion — 3 marks | ☒ Purposeful, tight-fit details — 2 marks |

Ranger Talia stepped onto the wind-scorched track along the cliffs. The broken section of railing beside the viewing deck hung at a dangerous angle. Salt spray made the timber boards strangely slippery beneath her boots. Near the warning cone, a soaked seabird was unusually still. Talia grew increasingly uneasy as she studied the choppy water below.

A fresh crack across the viewing platform looked far too wide to ignore. She moved the bright orange cone to block the entrance and called the maintenance crew. Then the long seabird beside the splintered rail lifted into the clearing sky. The damaged lookout remained closed, but the track behind Talia was safe for the early walkers slowly approaching from the headland. Her prompt choice prevented any risk of crossing.

REFLECT ON YOUR CRAFT — 8 MARKS

1. Identify your strongest noun group. Underline its head noun. — 2 marks
the broken section of railing beside the viewing deck
2. Copy your strongest adjective group. Circle its core adjective. — 2 marks
far too wide to ignore
3. Explain how one group shapes the reader's picture or mood. — 2 marks
It makes the crack feel immediate and dangerous, which builds tension.
4. Revise one vague or overloaded sentence from your response. — 2 marks
The damaged lookout remained closed while the safe track behind Talia reopened.

Precision means choosing the detail the reader needs.



NOUN AND ADJECTIVE GROUPS ASSESSMENT RUBRIC

Year 5 | Use with the two-page assessment

Student: _____

Date: _____

Overall level: _____

CRITERION	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
NOUN GROUPS	Uses bare or incomplete groups; heads are often unclear.	Builds some complete groups; precision is inconsistent.	Builds complete groups with clear heads and useful detail.	Uses varied, precise groups with accurate boundaries.	Crafts precise groups deliberately for emphasis and effect.
ADJECTIVE GROUPS	Uses isolated adjectives or incomplete groups.	Extends some adjective groups; may be awkward.	Uses complete groups that describe clearly.	Varies groups before nouns and after linking verbs.	Shapes nuanced description with controlled groups.
BOUNDARIES AND HEADS	Rarely identifies full boundaries or head words.	Finds familiar boundaries with some error.	Usually identifies complete boundaries and heads.	Accurately handles qualifiers and complex groups.	Explains tricky boundaries precisely and confidently.
GRAMMAR AND COHESION	Group choices often disrupt sentence grammar.	Most sentences work; lapses affect flow.	Sentences are grammatically correct.	Sentence control supports smooth, cohesive writing.	Flexible sentence choices strengthen voice and flow.
PURPOSEFUL DETAIL	Detail is vague, unrelated or overloaded.	Some detail fits; other choices add little.	Detail is precise and relevant.	Detail consistently builds context, mood and action.	Selective detail creates a vivid, sustained effect.
REFLECTION AND REVISION	Gives little explanation or revision.	Names a choice but explains it generally.	Explains effect and makes useful revision.	Justifies choices and improves precision independently.	Evaluates alternatives and revises with insight.

EVIDENCE / FEEDBACK

NEXT STEP

Noun & Adjective Groups



Learning Goal & Success Criteria



We are learning to build and analyse noun groups and adjective groups.

- identify complete boundaries and head nouns
- expand groups with precise, grammatical detail
- explain how choices shape meaning



What Is a Noun Group?



A noun group is a group of words built around a head noun.

It names a person, a place, thing or idea.

Example: the weathered bridge beside the creek



Find the Head Noun



The head noun is the central noun. Every other word adds information

about

The three restless puppies near the gate

Head noun: puppies



Parts of a Noun Group



determiner + quantity + modifiers + head noun + qualifier

the two curious students + from the robotics club



Build a Noun Group Step by Step



Start with a noun: lighthouse

Add a determiner: the lighthouse

Add an adjective: the solitary lighthouse

Add a prepositional phrase: the solitary lighthouse on the cliff



Mark the Complete Boundaries



Ask: Which words work together to identify the noun?

[Several enormous gnarled trees beside the creek] shaded the track.

Do not start at the head noun when a qualifier belongs.



Guided Identification



Bracket the complete noun group. Name the head noun.

At sunrise, the pale light over the harbour filled the room.

Complete: the pale light over the harbour

Head: light



Guided Expansion



Bare noun: notebook

Choose detail that fits a given research context:

Mary's worn notebook with the torn cover

What does each added word contribute?



Noun Groups in Sentences



A complete noun group can act as subject or object.

[The four seeded competitors (one four)] waited.

The manager photographed [each carefully labelled specimen in the tray].



Your Turn: Precise Expansion



Expand the head noun platform for a storm damaged highway scene.

Include determining two user modifiers and a qualifier.

The phrase is a complete group in a grammatical sentence.



What Is an Adjective Group



An adjective group works together to describe.

It has a core adjective and may include intensifiers or other detail.

Example: I was too tired to continue

Core adjective: tired



Before a Noun



An adjective group cannot be a noun.

the unusually narrow bridge

the deeply worried residents

The complete group includes every word doing the describing.



After a Linking Verb



An adjective group can follow a linking verb such as be, seem, feel, look, taste, or become.

The soup tasted surprisingly rich and smoky.

The platform seemed strangely deserted.



One Adjective or a Group



Single adjective narrow

Adjective group unusually narrow

Adjective group narrow enough for one cyclist

Look for words that work together with the core adjective.



Mark the Complete Boundary



Bracket all words in the adjective group. Circle the core adjective.

The workers were [far too tired to continue].

Core adjective: tired

A boundary that stops at “far too” is incomplete.



Guided Identification



Find the complete adjective group in each sentence.

Curious about the echo, he stepped forward.

The fallen leaves felt surprisingly soft after the rain.

Core adjectives: curious; soft



Compare the Descriptive Effect



The music was nice.
The music was unexpectedly bright and rhythmic.

Which version gives a clearer picture?

Which words create that effect?



Precise, Not Overloaded



Useful detail helps the reader picture, recall, or understand.

Overloaded detail slows the experience or repeats an idea.

Keep the message clear. Keep every added word earning its place.



Revise a Vague Sentence



Plain: A person carried a box.

Precise: A weary vendor in a market apron carried the dented wooden box.

Check that both groups suit the setting and remain grammatical.



Plan from a Visual Prompt



Scan foreground, people or animals, and dominant features.

Build three precise fun groups.

Build adjective groups for air, place and sky.

Plan one change that matters.



Annotate a Model Paragraph



The broken section of railing beside the viewing deck hung at a dangerous angle. Salt spray made the timber boards strangely slick.

No group had a section
A collective group: strangely slick

How do the groups build risk and mood?



Peer Revision Checklist



- ✓ Head nouns are easy to identify.
- ✓ Boundaries include every word working together.
- ✓ Each group is complete.
- ✓ Details fit the context.
- Sentences stay grammatical and uncluttered.





PREVIEW

Well Done!



Noun & Adjective Groups Quiz



Question 1



Which is the complete noun group in this sentence?

The rusted gate behind the shed broke.

A. rusted

B. gate

C. the rusted gate behind the shed

D. behind the shed



Answer 1



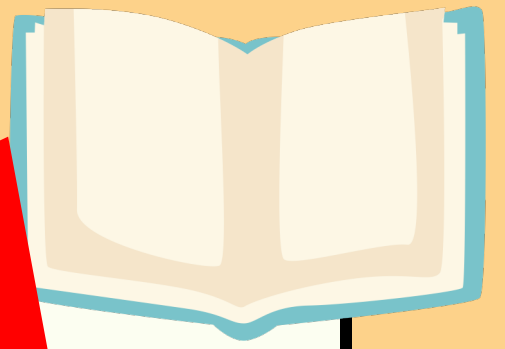
C. the rusted gate behind the shed

lead noun gate

The phrase “behind the shed” helps identify which gate.



Question 2



What is the next step in the group?

or most detailed map of the coastline



Answer 2



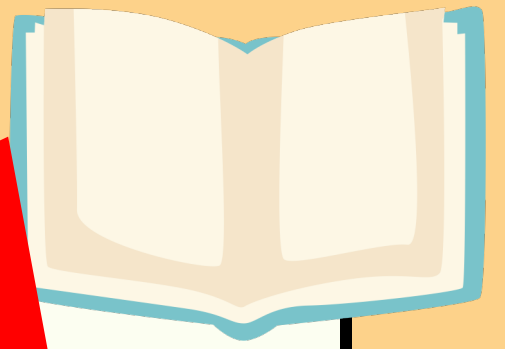
map

“... and “most detailed” come before the head.

“of the coastline” qualifies it.



Question 3



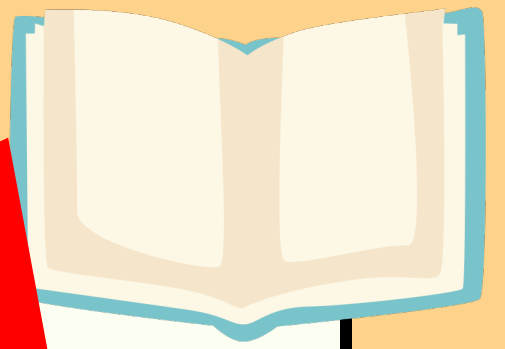
True or false?

In the sentence below, [the loose wheel] is the complete noun group.

We replaced the loose wheel on Dad's old barrow.



Answer 3



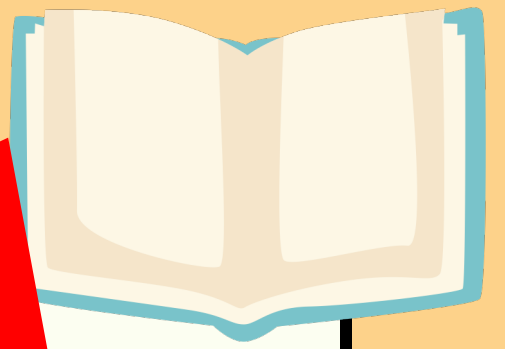
False

The complete noun is [the loose wheel on Dad's old barrow].

Head noun: wheel



Question 4

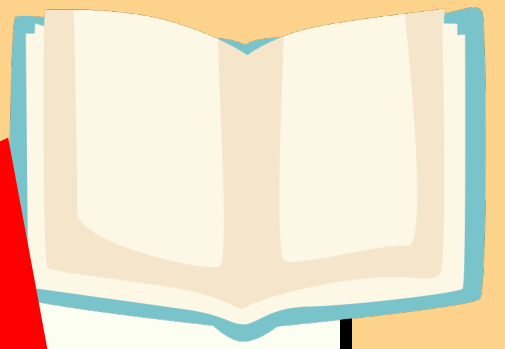


Which expansion best describes the storm scene?

- A. the clouds
- B. the billowed clouds above the western hills
- C. the enormous, huge clouds
- D. the stormy clouds in the storm



Answer 4

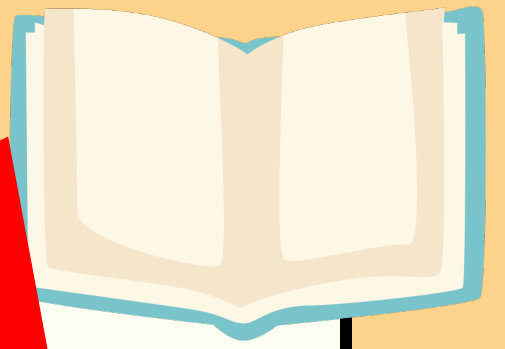


B. the bruised clouds above the lower hills

The modifier suggests colour and mood. The qualifier locates the clouds. The adjectives and D repeat rather than sharpen.



Question 5



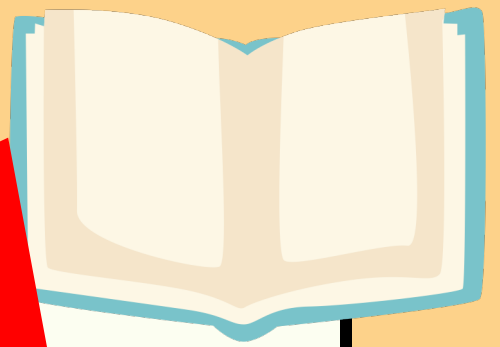
Expand the head noun bird without changing the core meaning.

The bird is red.

Add one useful modifier and one qualifier.



Answer 5



The flame-coloured bird on the fence landed

head noun: bird

Modifier: flame-coloured

Qualifier: on the fence

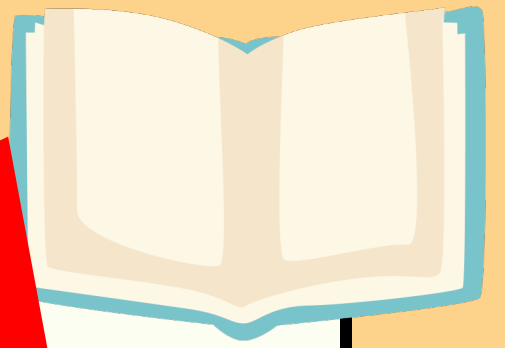


Question 6

Which is the complete adjective phrase?

The tunnel was far too narrow for the truck.

- A. narrow
- B. far too
- C. far too narrow for the truck
- D. too narrow for



Answer 6



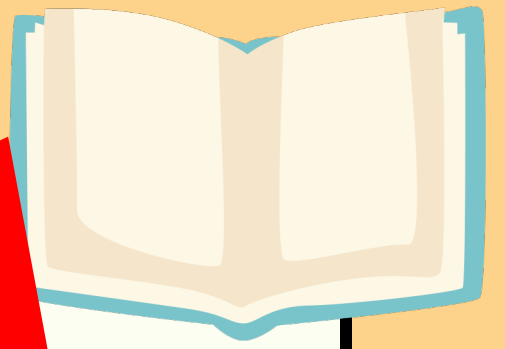
C. far too narrow for the truck

C. adjective narrow

The intensifier and qualifier belong to the complete group.



Question 7



True or false?

“deeply worried” is an adjective group in this sentence:

We watched the deeply worried residents.



Answer 7



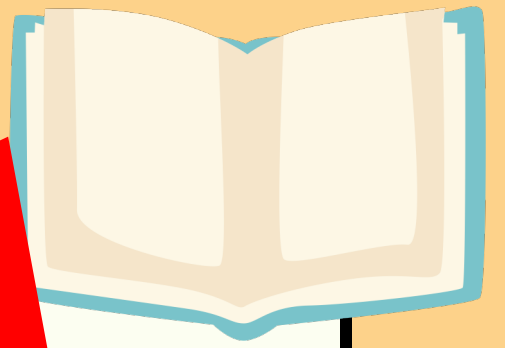
True.

more adjective: worried

comparable increases its intensity, so both words work together.



Question 8



Revise this vague pair using precise nouns and a complete adjectival group.

A person walked into a place. The lights were bright.



Answer 8



A cautious traveller in a soaked coat stepped into the deserted station.

The flickering lamps above the platform were strangely dim.

Of course, grammatical answers are possible.



Question 9



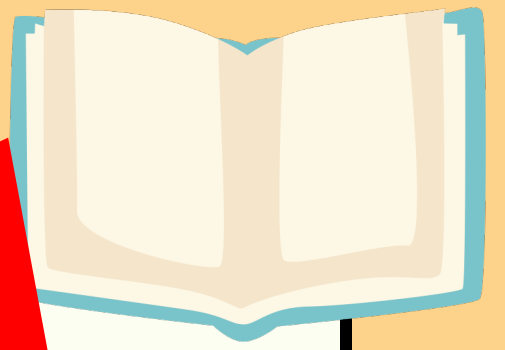
Where does the adjective *graceful* function?

The sound of the *bell* was surprising, rich and smoky.

- A. before a noun
- B. after a linking verb
- C. as the head noun
- D. as an adverb describing tasted



Answer 9

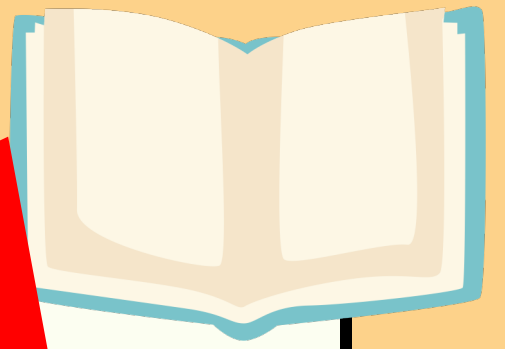


B. after a linking verb

“tasted” links the subject to the adjective group “surprisingly rich and smoky”.



Question 10



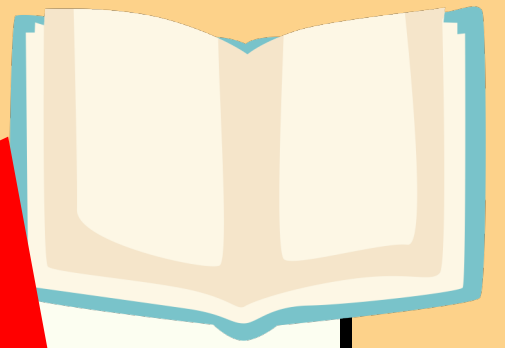
How do the noun groups improve the scenes?

The lone seagull beside the splintered tail lifted into the clearing sky.

Choose one detail and explain its effect.



Answer 10



“beside the splintered roof, located at the seabed and connects it to the storm damage.” “the clearing sky” suggests the danger is passing. Together, the details build a clear shift in mood.





How Did You Go?

PREVIEW

