

Dear Families,

Enclosed is an "in case of emergency" packet for the students to work on in the event of a school closing. These are to be completed if we are closed for any extended period of time. I certainly do not wish for any such need however, this is a precaution to ensure your child's health as well as others in their classes. Grading and completion will be determined later depending on close time and each student's health. Thank You for your assistance in the matter. Please feel free to email me with any questions or concerns.

Thank You and God Bless,



Mrs. McIntyre

[mcintyre@ourladyofportrichmond.com](mailto:mcintyre@ourladyofportrichmond.com)

*For information about additional  
social studies and science work  
not included in this packet, please  
email Mrs. O'Drain at  
ODRAIN@ourladyofportrichmond.com*

SUPPLEMENTAL HOME PACKET

6<sup>TH</sup> GRADE SCIENCE

TEXT: Science Fusion, Volume I (Ski's on front)

Unit 3, Electricity and Magnetism, pgs. 123-135

I will send out the link to the on-line lesson via the 6<sup>th</sup> grade Shout Out. Please share this with anyone that you know is NOT on the e-mail.

Complete all activities within this unit using the resources you have.

\*The pages of the book are perforated and can be torn out instead of bringing the entire workbook home.

# Malala Yousafzai

by ReadWorks



Photo Credit: DFID - UK Department for International Development (Malala Yousafzai: Education for girls), CC BY 2.0

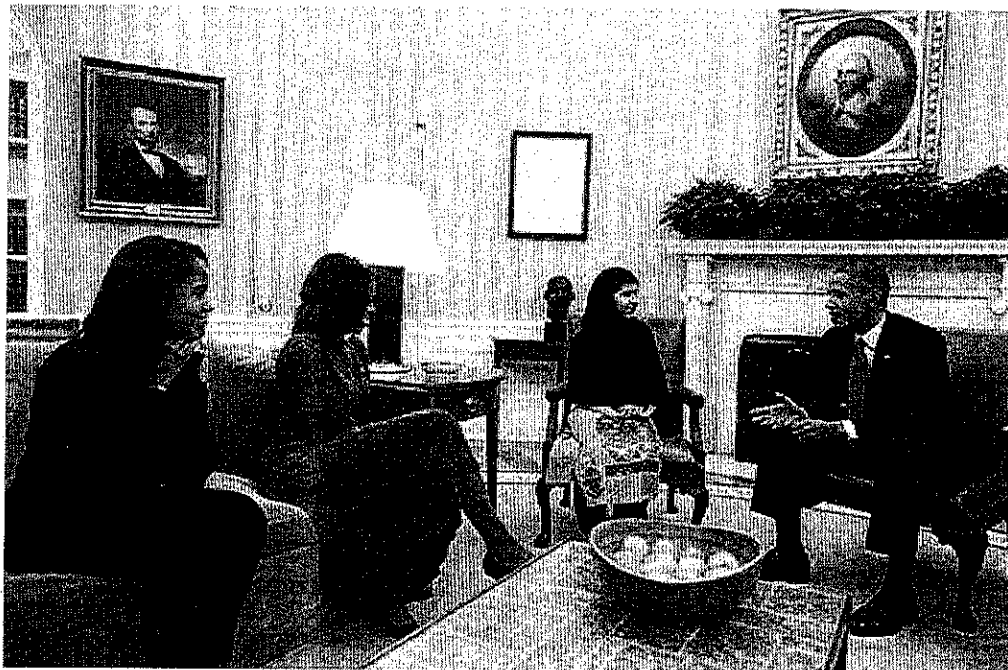
*Photograph of Malala Yousafzai*

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a young child, Malala was exposed to the importance of education. Her father was in charge of running a local learning institution and instilled in Malala the value of attending school. Everything changed for Malala and her family when the Taliban began to have more authority in the Swat Valley region around 2007. The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school. The Taliban were so committed to banning female access to education that they destroyed around 400 schools within two years of their control.

But Malala would not be deterred from her passion for learning. Not only did she continue to attend school, but she also spoke publicly about her dissent. On a Pakistani televised

program, Malala was brave enough to express her disbelief; "How dare the Taliban take away my basic right to education?" Malala boldly proclaimed. Under the pseudonym 'Gul Makai,' she also began to blog about what it was like as a female under the Taliban's oppressive rule. Life became so dangerous for Malala and her family that they had to flee their home as a temporary safety measure. When they returned, Malala and her father started to become more vocal in opposition to the Taliban's sexist rules. Word started to spread about this father-daughter duo and Malala began to win awards for her bravery. The Taliban was extremely unhappy with Malala, and on October 9, 2012, a member of the Taliban shot Malala in the head.

Malala received immediate medical attention, and after multiple surgeries, she woke up from a coma. Miraculously, the trauma did not cause any permanent brain damage! As the story of her survival and bravery spread, Malala became an international icon and an education advocate. Since recovering from her wound, Malala has written a best-selling book and started a foundation for female empowerment. In October 2014, Malala won a much-deserved Nobel Peace Prize.



*Photograph of the Obama family meeting with Malala*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where was Malala Yousafzai born?

- A. Afghanistan
- B. India
- C. Pakistan
- D. Turkey

2. The text describes the sequence of important events in Malala Yousafzai's life. What happened on October 9, 2012?

- A. Malala met President Obama and his family.
- B. A member of the Taliban shot Malala in the head.
- C. Malala left Pakistan with her family.
- D. Malala won the Nobel Peace Prize.

3. Read the following sentences from the text.

"But Malala would not be deterred from her passion for learning. Not only did she continue to attend school, but she also spoke publicly about her dissent. On a Pakistani televised program, Malala was brave enough to express her disbelief; 'How dare the Taliban take away my basic right to education?' Malala boldly proclaimed. Under the pseudonym 'Gul Makai,' she also began to blog about what it was like as a female under the Taliban's oppressive rule."

Which conclusion about Malala does this information best support?

- A. She is very kind but reserved.
- B. She is very determined and outspoken.
- C. She is very mysterious and troubled.
- D. She is very creative but lazy.

4. Why is the rule of the Taliban especially harmful to girls and women?

- A. The Taliban stops females from having children of their own.
- B. The Taliban violently forces females to get an education when they don't want one.
- C. The Taliban stops females from participating in many activities, including getting an education.
- D. The Taliban forces families to get rid of their female relatives.

5. What is the main idea of the text?

- A. The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school.
- B. Malala Yousafzai risked her life to pursue an education and speak out against the Taliban's sexist rules, becoming an international icon and education advocate.
- C. Malala Yousafzai was shot by a Taliban member, but miraculously, the trauma did not cause any permanent brain damage.
- D. Malala Yousafzai's father was in charge of running a local learning institution when she was a child and instilled in Malala the value of education.

6. Read the following sentences.

"The Taliban, a violent fundamental Islamist group, prohibited females from participating in many activities, including attending school. The Taliban were so committed to banning female access to education that they destroyed around 400 schools within two years of their control. "

Based on the text, what does the word "prohibit" mean?

- A. increase
- B. stop
- C. encourage
- D. educate

7. Choose the answer that best completes the sentence.

Malala and her father started to become more vocal in opposition to the Taliban's sexist rules. \_\_\_\_\_, a member of the Taliban shot Malala in the head.

- A. However
- B. In conclusion
- C. Consequently
- D. Contrastly

8. Why did the Taliban destroy around 400 schools in Pakistan within two years of their control?

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9. How did Malala Yousafzai react to the Taliban's policies against girls and women? Use information from the text to support your answer.

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**10.** The text states that Malala Yousafzai became "an international icon." An icon can be a person who is highly respected and regarded.

Why might Malala be considered "an international icon"? Use information from the text to support your answer.

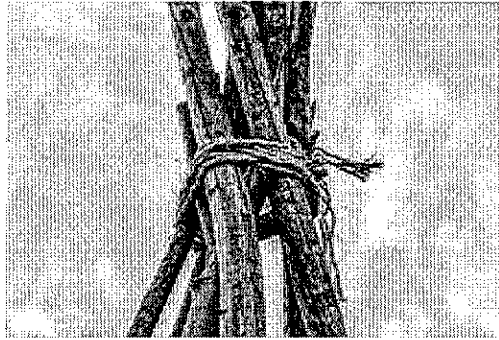
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## The Strength of Three



There was once a family of three sons. The boys were not kind to one another. In fact, they fought constantly, each one trying to outdo the others in some sort of sport. For instance, if one boy were building a raft, another had to build a canoe. Then the third had to build an even larger and finer boat. Because each of them worked alone, their work was difficult, and the results were not always worthwhile. Of their three boats, not one was seaworthy. There was little peace in their home.

Their father despaired. He feared they would never learn to cooperate. He decided to try to teach them a lesson. He gathered up a cartful of thin reeds and tied them together with strong vines. At dinner, he announced a contest: "Behold this bundle of twigs," he bellowed. "I challenge you to break it in half, for whoever figures out the secret will win a life of rich rewards."

The oldest son took the bundle in his calloused hands. He was strong, and he used all of his strength to try to break the reeds, but they would not be broken. Finally he gave up, and his younger brother took on the challenge. He balanced the reeds across the tabletop and used all of his weight to try to snap the bundle, but it did not crack. Finally, he gave up, and the youngest brother took the tightly bound twigs in his hands. He, too, struggled with all of his might to snap the bundle into two pieces, but it would not break.

Finally, the father took the bundle from them. He untied the vine that held them together. He then divided the bundle into three equal piles of twigs. "Now break your twigs into two," he said. Each boy, one at a time, did as his father asked. The task was easy. Each bundle broke with hardly any effort. "When you divide your work, it is easy and you can accomplish much," the old man said. And with that, the young men understood that alone each of them was weak. But together, they had great strength.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The theme of the passage is that it's best to

- A. work harder.
- B. forget about making boats.
- C. cooperate.
- D. work alone.

2. Before the father had the brothers complete the task, they were very

- A. happy with each other.
- B. competitive.
- C. cooperative.
- D. skilled boat makers.

3. Which of the following lines supports the theme?

- A. "There was little peace in their home."
- B. "Finally he gave up, and his younger brother took on the challenge."
- C. "I challenge you to break it in half."
- D. "When you divide your work, it is easy and you can accomplish much."

4. The "life of rich rewards" that the father promised was really

- A. an early inheritance.
- B. realizing that working together brings success.
- C. an empty promise of gift money.
- D. a pardon from being sentenced to death.

5. What is the meaning of *vine* in the sentence: "He untied the *vine* that held them together."

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## Finders Keepers?



"I saw it first," Amy said, as she ripped the old leather wallet out of Charlie's hands.

Without saying a word, as if they both understood that this was a secret they didn't want to share with anyone, they slipped into the alleyway, where no one could see them look inside.

"There's got to be a million dollars here!" Charlie blurted out, when they saw the pile of hundred-dollar bills.

Amy, the more realistic of the two, did a quick estimate, thumbing through the wad of cash. "More like thousands," she said, her voice shaking.

They'd found the wallet in a flowerbed on the sidewalk, when Charlie dropped his cell phone while he was trying to talk and eat a slice of pepperoni pizza at the same time. Amy stuffed the wallet into her backpack and pulled Charlie along by his elbow toward her house. As they rushed toward Viceroy Avenue, they talked about what they could do with the money—download music, get new clothes, travel to the rainforest in Costa Rica, adopt a whale. It looked like all of their dreams could come true. For the last block, they didn't talk, each figuring that the other one was silently adding to the list of things they could buy.

They finally reached Amy's house, but instead of going inside, they walked around the house to the back porch. Then they both started talking at once. "I wonder who lost it." Their moods shifted, sinking from the high of being rich for fifteen minutes to worrying about what to do next. They opened the wallet and counted the money in piles of ten. The total was \$2,400 - more money than either of them had ever seen. In a clear plastic compartment, there was a driver's license.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How much money did Amy and Charlie find?

- A. hundreds of dollars
- B. a hundred dollars
- C. more than a million dollars
- D. thousands of dollars

2. What is the effect of Amy and Charlie finding the wallet?

- A. They become angry at each other and argue about what to buy.
- B. They feel excited and later worry about what to do.
- C. They get scared that someone saw them pick up the wallet.
- D. They are happy that they can return the wallet to the owner.

3. Which of the following conclusions about the wallet is supported by the passage?

- A. Amy purposely hid a wallet in a flowerbed so that Charlie could find it.
- B. Charlie knew the person who lost the wallet but didn't want to tell Amy.
- C. The wallet was filled with counterfeit money that looked like real money.
- D. Amy and Charlie were originally planning to keep the wallet.

4. Read this sentence from the passage:

"Amy, the more realistic of the two, did a quick estimate, thumbing through the wad of cash."

In this sentence, the word **realistic** means

- A. seeing things as they really are
- B. having an adventurous spirit
- C. knowing how to hold a conversation
- D. older and having more experience

5. Which statement best describes the main idea of this passage?

- A. Two friends find a wallet and try to decide what to do next.
- B. A sister and brother talk about their dreams for the future.
- C. Two people have a secret and don't want to share it with anyone.
- D. Someone drops a wallet on the sidewalk and can't find it.

6. Where do Amy and Charlie go to count the money?

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7. At the end of the story, Amy and Charlie start to wonder who lost the wallet, and their "moods shifted." How do you know what they might do next? Give an example from the text to support your answer.

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8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

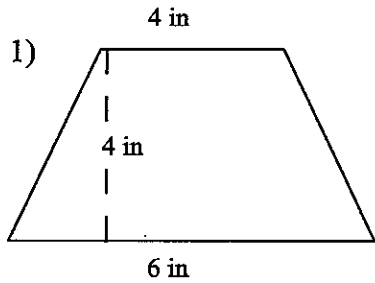
\_\_\_\_\_ Amy saw all of the money, she did a quick estimate.

- A. When
- B. However
- C. Neither
- D. Whether

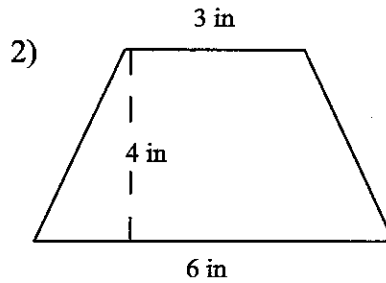
Name \_\_\_\_\_

**AREA OF A TRAPEZOID #2**

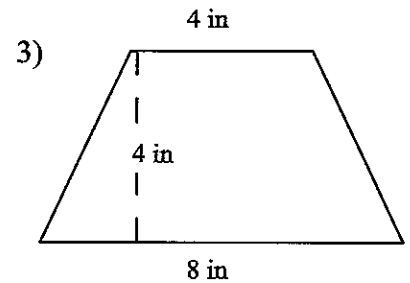
**Directions:** Find the area of each trapezoid. The formula to calculate the area of a trapezoid is  $Area = \frac{1}{2}(base\ 1 + base\ 2) \times height$ . Write your answer in the space provided.



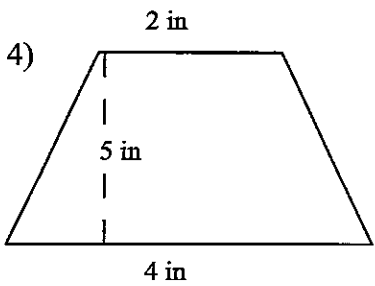
Area \_\_\_\_\_



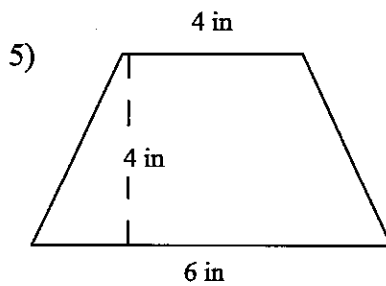
Area \_\_\_\_\_



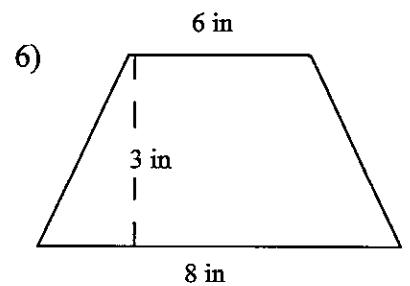
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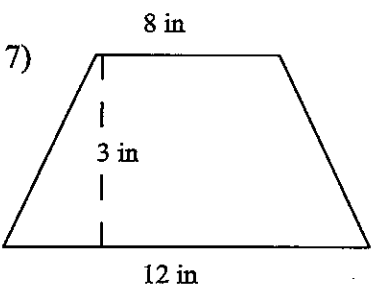
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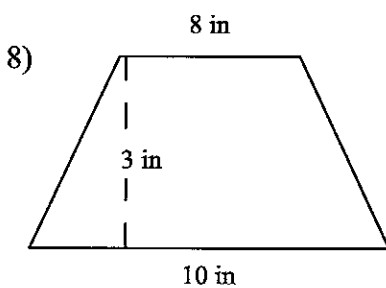
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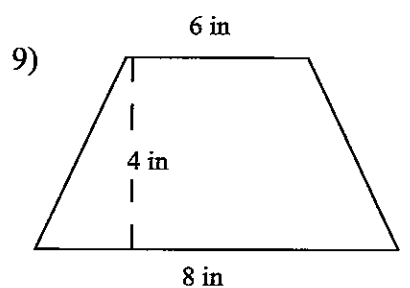
Area \_\_\_\_\_



Area \_\_\_\_\_



Area \_\_\_\_\_



Area \_\_\_\_\_

Name \_\_\_\_\_

**FRACTION ADDITION #4**

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**Directions:** Find the sum of the following fractions. First, find a common denominator. Second, write the equivalent fractions in the space provided. Finally, write your answer in the space provided. If necessary, simplify your answers and write them in lowest terms.

Example:  $\frac{2}{6} + \frac{2}{5} = \frac{10}{30} + \frac{12}{30} = \frac{22}{30} = \frac{11}{15}$

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<u>Original Problem</u>	<u>Equivalent Fractions</u>	<u>Final Answer</u>
1) $\frac{4}{10} + \frac{2}{7} =$		_____
2) $\frac{3}{10} + \frac{1}{6} =$		_____
3) $\frac{4}{9} + \frac{1}{4} =$		_____
4) $\frac{2}{5} + \frac{4}{8} =$		_____
5) $\frac{3}{8} + \frac{3}{6} =$		_____
6) $\frac{5}{8} + \frac{2}{7} =$		_____
7) $\frac{2}{6} + \frac{3}{5} =$		_____
8) $\frac{3}{9} + \frac{2}{10} =$		_____
9) $\frac{2}{3} + \frac{3}{9} =$		_____
10) $\frac{1}{8} + \frac{1}{4} =$		_____

Name \_\_\_\_\_

**PERCENT OF A NUMBER -- 1**

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**Directions:** For the problems below, find the percent of each number. You can try using mental math or multiplication.

Examples: 10% of 90 = \_\_\_\_\_

20% of 90 = \_\_\_\_\_

$0.10 \times 90 = 9$

$0.20 \times 90 = 18$

10% of 90 = 9

20% of 90 = 18

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1) 10% of 60 = \_\_\_\_\_

2) 20% of 50 = \_\_\_\_\_

3) 45% of 80 = \_\_\_\_\_

4) 5% of 25 = \_\_\_\_\_

5) 25% of 40 = \_\_\_\_\_

6) 60% of 200 = \_\_\_\_\_

7) 16% of 14 = \_\_\_\_\_

8) 33% of 66 = \_\_\_\_\_

9) 50% of 36 = \_\_\_\_\_

10) 90% of 500 = \_\_\_\_\_

11) 80% of 20 = \_\_\_\_\_

12) 75% of 24 = \_\_\_\_\_

13) 10% of 35 = \_\_\_\_\_

14) 20% of 60 = \_\_\_\_\_

15) 25% of 48 = \_\_\_\_\_



Name \_\_\_\_\_

**MEAN/MEDIAN/MODE/RANGE #1**

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**Directions:** Calculate the *mean*, *median*, *mode*, and *range* for each set of numbers below. To find the *mean* of a set of numbers, add all of the data together, then divide that sum by the amount of numbers in the set. To find the *median*, list the numbers from least to greatest and select the middle value. The *mode* is the number that appears most often in the set. There could be more than one mode, or there could be no mode. To find the *range*, take the largest value in the set minus the smallest value.

Example: Here are the numbers in the set (2, 2, 8, 10, 8)

$Mean = (2 + 2 + 8 + 10 + 8) / 5 = 30/5 = 6$

$Median = (2, 2, 8, 8, 10) = 8$

$Mode = 2 \text{ and } 8$

$Range = 10 - 2 = 8$

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	<u>MEAN</u>	<u>MEDIAN</u>	<u>MODE</u>	<u>RANGE</u>
1) (5, 2, 4, 6, 8,)	_____	_____	_____	_____
2) (2, 1, 4, 6, 1, 4, 3)	_____	_____	_____	_____
3) (12, 8, 10,)	_____	_____	_____	_____
4) (6, 2, 5, 7, 5)	_____	_____	_____	_____
5) (1, 2, 4, 6, 1, 6, 1)	_____	_____	_____	_____
6) (12, 4, 6, 10, 8)	_____	_____	_____	_____
7) (2, 6, 10, 4, 6, 10, 4)	_____	_____	_____	_____
8) (9, 8, 10,)	_____	_____	_____	_____
9) (6, 8, 5, 11, 5)	_____	_____	_____	_____
10) (5, 1, 4, 6, 1, 2, 2)	_____	_____	_____	_____

**EXTENSION:** What would happen to the mean if you added "10" to each set? Would the mean increase or decrease? Would it increase/decrease for each set?

Name \_\_\_\_\_



**WORD PROBLEMS—COMPARING RATIOS #1**



**Directions:** Compare the ratios in each problem below. Determine which ratio is the greatest and write the correct answer in the space provided. Make sure to show your work and write down all ratios.

- 1) Noah had 4 red marbles and 16 green marbles. Sophia had 2 red marbles and 4 green marbles. Who has the greatest ratio of *red/green marbles*?  
 $\frac{4}{16} < \frac{2}{4}$  or  $\frac{1}{4} < \frac{1}{2}$  1) Sophia
- 2) Jacob's class had 8 boys and 10 girls. Olivia's class had 9 boys and 15 girls. Which class has the greatest ratio of *boys/girls*? 2) \_\_\_\_\_
- 3) For homework, Liam had 2 hours of math and 4 hours of science. Emma had 1 hour of math and 2 hours of science. Who had the greatest ratio of *math/science homework*? 3) \_\_\_\_\_
- 4) Ethan's cookie recipe uses 3 cups of sugar to make 21 cookies. Mia's recipe uses 4 cups of sugar to make 28 cookies. Which has a greater *sugar/cookie* ratio? 4) \_\_\_\_\_
- 5) Mason paid \$54 for 9 lbs. of steak, and Isabella paid \$72 for 6 lbs. Which person paid a greater ratio of *dollars/lbs. of steak*? 5) \_\_\_\_\_
- 6) Michael's class 27 adults and 63 kids on their field trip. Emily's class had 20 adults and 70 kids on their trip. Whose class had a higher ratio of *adults/kids* on their trip? 6) \_\_\_\_\_
- 7) Alex's school had 20 buses for 400 students. Abbey's school has 225 students riding 15 buses. Whose school has the greater ratio of *students/buses*? 7) \_\_\_\_\_
- 8) Jay had 5 candy bars and 20 pieces of gum in his Halloween bag. Madison had 9 candy bars and 12 pieces of gum. Who had the greater ratio of *candy/gum*? 8) \_\_\_\_\_
- 9) William's team won 16 games and lost 4 games. Tracey's team won 15 games and lost 5 games. Whose team had the greater ratio of *wins/losses*? 9) \_\_\_\_\_
- 10) Steven walked 3 miles and drove 24 miles. Maureen walked 3 miles and drove 18 miles. Who has the greater ratio of *miles walked/miles driven*? 10) \_\_\_\_\_



## Holy Week

16 Questions

NAME : \_\_\_\_\_

CLASS : \_\_\_\_\_

DATE : \_\_\_\_\_

1. On which day during Holy Week did Jesus triumphantly enter into Jerusalem?

- a) Holy Monday  b) Palm Sunday  
 c) Good Friday  d) Holy Saturday

2. On which day during Holy Week did Jesus chase the money-changers out of the temple?

- a) Monday  b) Tuesday  
 c) Wednesday  d) Thursday

3. On which day/days did Jesus preach and teach in Jerusalem?

- a) Monday  b) Tuesday  
 c) Tuesday & Wednesday  d) Monday & Tuesday

4. Whose feet did Jesus wash on Holy Thursday?

- a) The sinner's  b) Mary's  
 c) The tax collector's  d) The disciples'

5. Jesus celebrated the Last Supper on which day during Holy Week?

- a) Tuesday  b) Wednesday  
 c) Thursday  d) Friday

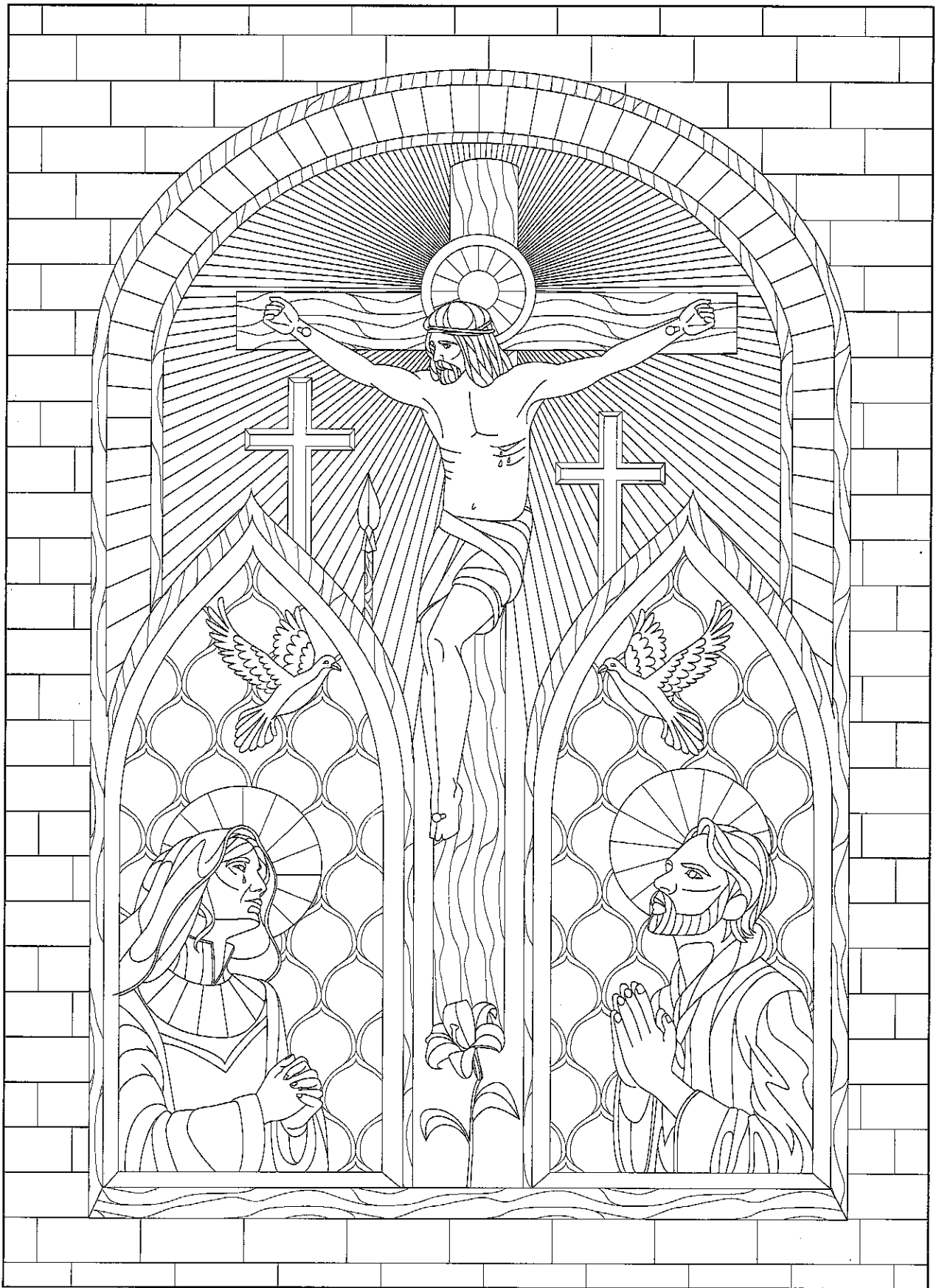
6. Which of the disciples turned Jesus over to the Romans?

- a) Judas  b) Peter  
 c) Thomas  d) Andrew

7. How many times did Peter deny Jesus?

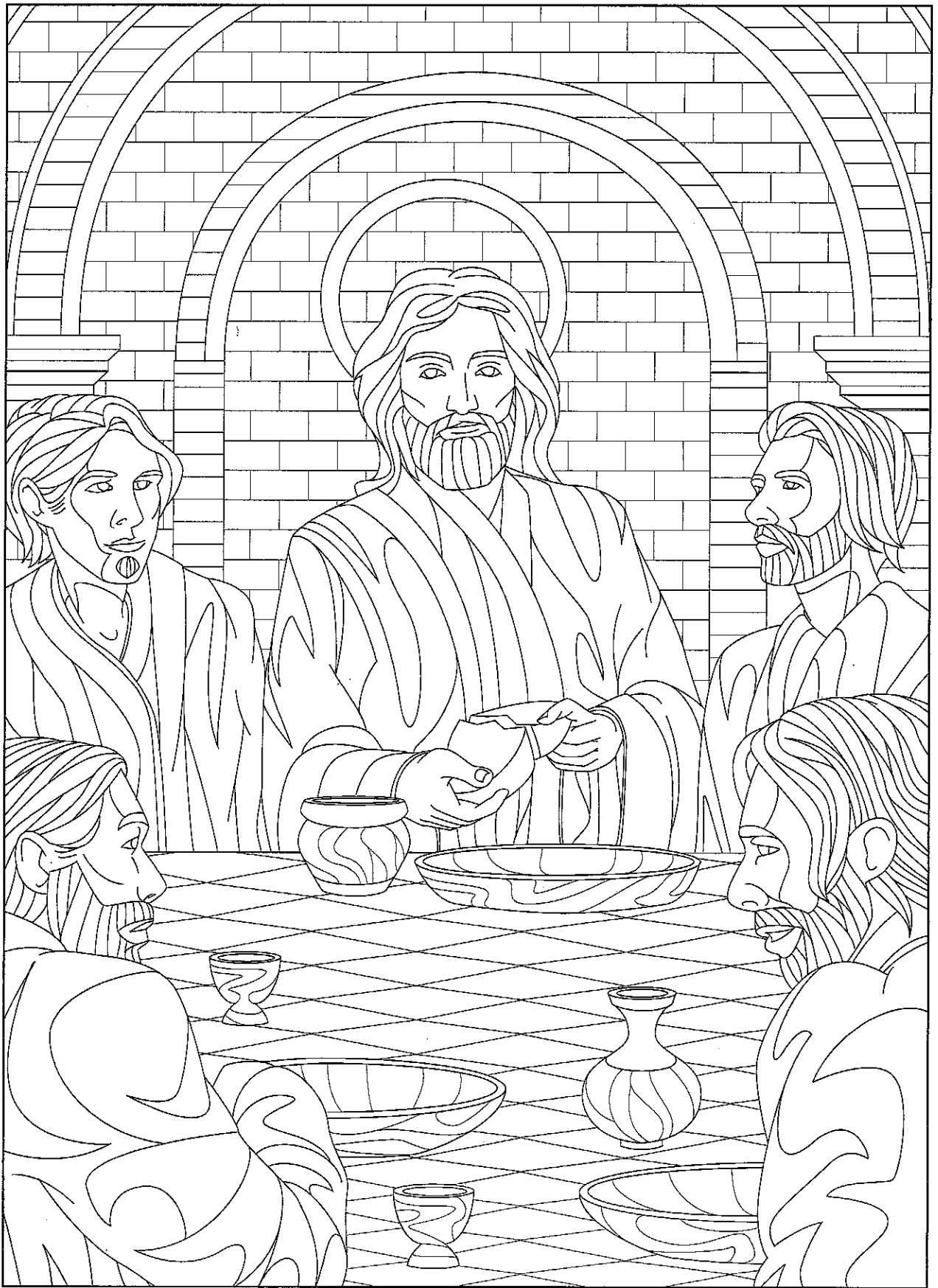
- a) 4  b) 1  
 c) 5  d) 3

8. Who condemned Jesus to death?
- a) Judas  b) Pilate
- c) Simon  d) Peter
9. Jesus was crucified between two...
- a) murders  b) thieves
- c) bank robbers  d) liars
10. On which day during Holy Week was Jesus crucified?
- a) Tuesday  b) Wednesday
- c) Friday  d) Sunday
11. On Holy Saturday, Jesus rested in the tomb while the disciples observed...
- a) the Sabbath  b) the lunar eclipse
- c) the solar eclipse  d) a day of mourning
12. On which day did Jesus rise from the dead?
- a) Good Friday  b) Holy Saturday
- c) Easter Sunday  d) Easter Monday
13. What did Jesus curse on Holy Tuesday?
- a) a fig tree  b) a cherry tree
- c) an apple tree  d) a peach tree
14. What did Judas receive as payment for turning over Jesus?
- a) 30 gold coins  b) 30 bronze coins
- c) 30 silver coins  d) 30 clay coins
15. What is another name for Holy Thursday?
- a) Good Thursday  b) Bad Thursday
- c) Maundy Thursday  d) Silly Thursday
16. What are the 3 days at the end of Holy Week called?
- a) the Triduum  b) the Passion Day
- c) the Best Days of our Lives  d) the Forgiveness Days



# The Crucifixion

MATTHEW 27:33-37; MARK 15:22-26; LUKE 23:33-34; JOHN 19:18-26



# The Last Supper

MATTHEW 26:26-29; MARK 14:22-25; LUKE 22:15-20

**FIGURATIVE LANGUAGE**

**METAPHOR**  
a comparison that does not include the words *like* or *as*

**SIMILE**  
a comparison that includes the words *like* or *as*

**HYPERBOLE**  
extreme exaggeration used to make a point

**PERSONIFICATION**  
the act of giving human qualities to animals or inanimate objects

**IDIOM**  
an expression whose meaning is different from the meaning of its individual words

**ONOMATOPOEIA**  
a word whose sound suggests its meaning

**UNDERSTATEMENT**  
a statement that is weakened to convey a stronger meaning

**ALLITERATION**  
the repetition of a consonant sound at the beginning of words

**IMAGERY**  
vivid description that includes details that appeal to the senses

**CLICHÉ**  
an expression or phrase used so often it becomes stale and loses meaning

**SYMBOL**  
an object that stands for an idea

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9.



"He fell down like an old tree falling down in a storm."

This sentence is an example of :

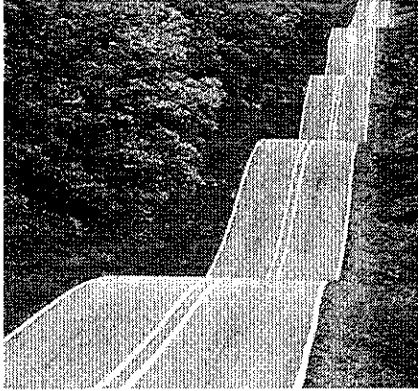
a) metaphor

b) personification

c) simile

d) hyperbole

10.



" the lumpy bumpy road"

This sentence is an example of:

a) alliteration

b) personification

c) assonance

d) consonance



## Ordering adjectives in sentences

### Grade 5 Adjectives Worksheet

Are the adjectives in the correct order? If yes, write **yes**. If no, rewrite the sentence with the adjectives in the correct order.

1. That red, big truck moves slowly.

That big, red truck moves slowly.

2. My mom is a short, Russian woman.

\_\_\_\_\_

3. England is an entertaining, big, old country.

\_\_\_\_\_

4. Sophie ate a Chinese, small, delicious cookie.

\_\_\_\_\_

5. The team has three leather, oval footballs to use for practice.

\_\_\_\_\_

6. Brian and Missy are selling twelve small, fresh, orange tangerines.

\_\_\_\_\_

7. My family has a fantastic, gigantic mansion on a beautiful street.

\_\_\_\_\_

8. Four adorable, gray bunnies moved into our backyard.

\_\_\_\_\_

9. Robert bought an adorable, yellow, silk tie to wear to school.

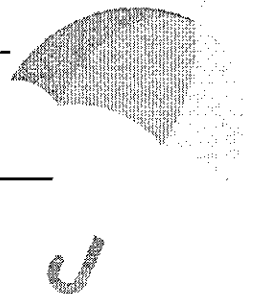
\_\_\_\_\_

10. We have a purple, small, old umbrella to use when it rains.

\_\_\_\_\_

Adjectives follow this order:

- number
- opinion
- size
- shape
- age
- condition
- color
- pattern
- origin
- material
- purpose



## Correct punctuation errors

Grade 5 Punctuation Worksheet

Remember your capitalization,  
commas, periods, and  
quotation marks.

Rewrite the sentences using correct  
punctuation and capitalization.

1. when we were reading the book gone with the wind my teacher said  
this is an advanced book but you can read it without any problems

---

2. there are three things we need to buy at the grocery store shampoo  
soap and toothpaste

---

3. my friend said first we have to stop in atlanta georgia to  
buy a copy of the newspaper the atlanta daily



---

4. i just heard the song everything is awesome from the lego movie

---

5. susan can you please pass me the pepper asked robert

---

6. tonight we have to read three chapters the lady in red the man in  
yellow and the boy in blue

---

7. kevin lillian and thomas are on their way to dayton ohio

---

8. yes you are allowed to watch the television show family guy with  
mom dad and grandma

---

## Subject and predicate

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### Grade 5 Sentences Worksheet

Underline the subject. Circle the predicate.

The **subject** is what the sentence is about.  
The **predicate** tells you what the subject does or is.

1. My brother and sister love to eat tacos and nachos on Tuesdays.
2. Susan and Charlie will do their homework and go to the library.
3. Those tables and chairs are going to be sold this weekend.
4. Alex, Ann, and Marie go to school and go to their jobs.
5. The boys and the girls are walking quickly to the restroom.
6. Her mom and dad call her every day.
7. My leg and my arm are both sore from my bike accident yesterday.
8. Mary and John watched this movie last week.
9. My grandma and my grandpa gave me an awesome new phone for my birthday.
10. I am going to the store to buy a pizza after school today.

