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| 1. ***What benefits come from people working as a group?***   **Benefits *are good things, or things that are helpful. When people work together in a group, they collaborate. Playing sports, building houses, or performing a show are just some of the reasons people come together to work in teams. People often collaborate to accomplish things in their community. They might pick up trash or plant flowers. These artists in the photograph on pages 204-205 of the Reading/Writing Workshop are collaborating on a mural, which is a large painting on a wall. To create the mural, the artists dedicated, or gave, their time to planning and painting it. The neighborhood enjoys the result of their teamwork. By working together, they enjoy the benefit of a clean, attractive neighborhood. In “Gulf Spill Superheroes,” I learned that the Gulf Spill of 2010 was disastrous. However, people from different agencies*** |

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| ***problem. Vets, dolphin trainers, and marine mammal researchers had to work together to help Winter swim again. The authors describe Winter’s struggle and the teamwork needed to help her to show how her story is an inspiration. Page 245 tells how Kevin Carroll worked with other to craft Winter’s tail. Page 241 details how the staff cared for Winter. Page 249 talks about Winter’s uplifting spirit. In “Helping Hands,” By talking with people who had physical impairments and those who designed prosthetic devices, the girls were able to create a device to help people lacking the physical ability to write and draw. In both Winter’s Tail and “Helping Hands,” prosthetic devices helped those with impairments. On page 253, I read that when the girls talked with each group, they were able to collect new ideas while getting rid of other ideas. That way, the best ideas moved*** |

2B

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| ***moved forward for the final prototype. Winter was able to swim like other dolphins, and Danielle Fairchild was able to write with a pencil. The group working with Winter and the group working with Danielle both faced problems that they were able to overcome with teamwork. The people who worked to help Winter probably faced a greater challenge than the Flying Monkeys did. While the Flying Monkeys’ device can help many people live better lives, the people at Clearwater Marine Aquarium and Kevin Carroll’s team of experts had to solve a more unusual problem. It’s true that the Flying Monkeys were not able to work directly with Danielle when they built the BOB-1 for her. But humans have had many prosthetics made for them in the past, so it wasn’t as challenging. However, Kevin Carroll’s team had to design a prosthetic that would mimic the movement of a swimming dolphin. This*** |

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| ***of the government worked together to help repair the harmful effects of the spill. Oceanographers mapped the ocean floor. Artificial robots also helped. They were used instead of human divers because they did not have problems breathing at deep levels like humans do. The scientists had to use satellites in space and helicopters because they could not see where the oil was spreading. Also, many government agencies and businesses helped fishermen who had to fish for a living. The SWORD, or Shallow-water Weathered Oil Recovery Device, caught blobs of oil floating in the ocean that could ruin beaches. The success of the mission of cleaning up the Gulf Oil Spill of 2010 depended on collaborating of people who were skilled in different areas. In* Winter’s Tail*, the authors show that people working as a group can generate new ideas and make contributions that will help solve a*** |

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| ***uncommon task led to many difficulties. For example, the team needed to figure out how to connect the tail without causing Winter discomfort. In addition, one member of the Flying Monkeys had previous experience with a challenge similar to the one they faced in their competition. Kate and her mother had worked with specialists to make a device to help Kate play the violin. This was definitely a challenge, but not like the one Winter’s team faced. No one had built a prosthetic tail for a dolphin before. The difficulty that Kevin Carroll’s team faced was unique and required more problem-solving. In both stories, we see that*** ***improved technology helps the teams complete their work in a new way that is faster and more efficient. The team in* Winter’s Tail *allows Winter to thrive. The Girl Scouts help a girl to write by designing a prosthetic hand.*** |

4A

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| 1. ***Mimic: When you mimic something, you imitate it.*** 2. ***Artificial:* Artificial *describes a thing not made by nature.*** 3. ***Collaborate: When we collaborate, we work together.*** 4. ***Dedicated: If the driver dedicated his time to volunteer, he gave or devoted his time.*** 5. ***Flexible: Something flexible can bend without breaking.*** 6. ***Function: When using a tool, you should understand its function, or its use or purpose.*** 7. ***Obstacle: An obstacle stands in the way or blocks progress.*** 8. ***Techniques: Techniques are special ways of doing something to achieve a desired result.*** |

4B

“Gulf Spill Superheroes”

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| 1. ***What details about the oil spill show that people had to work together to solve this problem?***   ***Problems, such as the huge fires on the water’s surface and the many gallons of oil spilled below the ocean, show that people had to work together to handle different issues.***   1. ***How can we use the information in the text to ask and answer a question?***   ***The heading shows that this section is about responders in the water. I ask myself:* What did the responders in the water do? *I read that firefighters worked with the U.S. Coast Guard to battle the blaze while boats and aircraft rescued survivors.*** |

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| 1. ***How can we access complex text in “Gulf Spill Superheroes”?***   ***Prior Knowledge:***  ***Oil is an important energy source. We use it for fueling out vehicles and heating our homes. Oil is also used to make plastic, paint, and synthetic fibers in our clothes. A lot of the world’s oil is beneath the floor of the ocean. Offshore rigs are used to drill for it. Workers on offshore oil rigs face dangers from explosions, fires, hurricanes, and equipment malfunctions.***   1. ***What comprehension strategy can we use in “Gulf Spill Superheroes”?***   ***Ask and Answer Questions:***  ***When we read an article for the first time, we may find some details confusing. As we read “Gulf Spill Superheroes,” we can stop, ask ourselves questions, and then look for answers. When we read “Watchers from thee Sky” on page 210, we may get confused about how pilots and their crews helped. We can ask,* Why would pilots and their crews be in charge of where to place floating barriers? *Then we can reread to find the answer. I reread the beginning of the section:* From the water, it was hard to see where the oil was spreading. *People placing the floating barriers needed pilots above to see the oil, so pilots were in charge.*** |

6A

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| |  | | --- | | ***Members of a “think tank” created the SWORD to protect local beaches.*** |  1. ***What is the genre of “Gulf Spill Superheroes”?***   ***Expository text:***  ***An expository text gives information about a topic, may offer the author’s conclusions supported by evidence, and may include photographs, captions and headings. We can tell that “Gulf Spill Superheroes” is an expository text because it tells about the Gulf Spill responders. Headings organize the text by type of responder. Photos and captions provide additional information. Photographs help to illustrate the information in the text. Captions provide additional information.*** |

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| 1. ***What vocabulary strategy can we use in “Gulf Spill Superheroes”?***   ***Latin Roots:***  ***Many English words have roots that come from ancient Greek and Latin. A root can be a clue to the meaning of an unfamiliar word. Some roots from Latin are:* sensus*, which means to perceive or feel;* habitare*, which means to live or to dwell; and* port*, which means to carry. The prefix* trans-*, which means across, also comes from ancient Latin. We may not be sure what* marine *means. We know that the Latin root* mare *means “the ocean or sea.” Other context clues talk about how the oil spill affected life in the Gulf of Mexico, so we can figure out that* marine *means of or relating to the sea.*** |

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| 1. ***What comprehension skill can we use in “Gulf Spill Superheroes”?***   ***Main Idea and Key Details:***  ***The main idea of an article is what it is mostly about. Each section and paragraph in an article may also have a main idea. To find the main idea, we should identify key details and figure out what they have in common. When we read the section “Heroes on Land” on page 210, we see that all the details are about the efforts of people on land working to help others. From this we can find the main idea.***   |  | | --- | | ***Main Idea:***  ***As the oil spill reached land, other responders went to work.*** | | ***Key Detail:***  ***Veterinarians and naturalists helped animals affected by the oil.*** | | ***Key Detail:***  ***Business leaders helped fishermen who could not fish in some areas.*** | | ***Key Detail:*** | |

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| 1. ***What do you believe was the biggest obstacle after the oil pipeline broke in the Gulf?***   ***I believe the biggest obstacle after the pipeline broke was the danger the oil created for animals and their habitats. Biologists had to find ways to protect the animals, and it was hard to tell which way the oil was spreading. Not all animals could be protected. Animals, such as pelicans and turtles, had to be caught and cleaned by veterinarians before they were returned to the wild. Meanwhile, naturalists and ecologists had to clean the animals’ habitats. It took a lot of scientists and volunteers to help the animals. Protecting animals and their environments was a huge job.*** |

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| 1. ***What comprehension skill can we use on page 238?***   ***Main Idea and Key Details:***   |  | | --- | | ***Main Idea:***  ***A fisherman named Jim Savage found a dolphin tangled in a rope.*** | | ***Detail:***  ***The rope from a crab trap was wrapped around her mouth and tail. She could not breathe normally and was curled like a horseshoe.*** | | ***Detail:***  ***Jim rescued the dolphin by cutting the rope.*** |  1. ***Lagoon: An area of shallow water separated from the sea.*** 2. ***Idled: Operated at a very low speed.*** |

8B

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| 1. ***Rasping: Screeching.*** 2. ***Murky: Dark.*** 3. ***How can we access complex text on pages 238-239?***   ***Purpose:***  ***The purpose of this text is to explain the benefits that result from a group of people working together to help an animal in need. The fisherman spoke to the dolphin, used his knife to cut the rope, called for help and stayed with the dolphin until help arrived. Members of the rescue team caught the dolphin, lifted her out of the lagoon, put her in the van, and drove her to the aquarium.***   1. ***What comprehension strategy can we use on page 239?***   ***Ask and Answer Questions:***  ***As I read, I ask and answer question to better understand the text. First, I’ll ask myself why the dolphin did not leave the lagoon. I read the first paragraph on page 239 and discover that she was too tired to swim very far. After I read the second paragraph, I ask myself where the rescue team might take her. When I read the third paragraph, I find the answer: they take her to the Clearwater Marine Aquarium.*** |

7B

*Winter’s Tail*

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| 1. ***How can we access complex text on page 237?***   ***Organization:***  ***This expository text is organized in chronological order, explaining events in the order they happened. However, the authors begin with an introduction that summarizes the events, describing the problem and letting readers know how the story ends. Winter gets tangled up in a crab trap that strangles her tail. She might not survive, and if she does, she can not live without a tail. However, with the help of many people, she “beats the odds.”***   1. ***What is the text feature on page 236?***   ***Photograph:***  ***The dolphin is in the water, and its tail is missing. It looks like it has a manmade tail.*** |

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| 1. ***What is the text feature on page 239?***   ***Photograph and Caption:***  ***In the photograph, the worker needed to get right next the dolphin and wrap her in a blanket to keep her warm and calm. The photograph shows that the plan worked because the dolphin appears calm, even though she had been struggling greatly beforehand.***   1. ***What is the genre of the text on page 240?***   ***Expository Text:***  ***Expository texts provide facts and details about a topic. The details that we learn about Winter here are that veterinarians, dolphin trainers, and volunteers were there to help, the dolphin had been out of the water for three hours, and it was a cold night.***   1. ***Evaluated: Checked.*** |

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| 1. ***How did the aquarium trainers help Winter?***   ***They taught her to drink from a bottle. They supported her in the water and then they encouraged her to swim on her own.***   1. ***How do you know that the aquarium staff is concerned about Winter? (C)***   ***I know that the aquarium staff is concerned about Winter because the authors show the staff caring for her in the text and the photograph. The staff also devotes a tremendous amount of attention and care to Winter’s health and progress. The photograph shows this devotion by manifesting them carefully holding her with a towel. The authors use words such as* carefully *and* gently *to show how the staff cared for Winter. This shows concern for Winter.*** |

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| 1. ***How can we make inferences on page 241?***   ***Winter is beginning to be able to trust the staff. She allows them to feed her without struggling. Now that Winter feels safe and trusts the staff, her chances of recovery are much better.***   1. ***What is the author’s craft on page 242?***   ***Text Structure:***  ***The word* but *is a signal word that tells readers the author is explaining how two things are different. The author compares the way Winter swam with her injured tail to the way other dolphins swim. Dolphins move their tails up and down, but Winter moved hers side to side like a fish or a shark.***   1. ***Handlers: People who assist in training.*** 2. ***Enthusiastic: Excited.*** |

9B

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| 1. ***What comprehension skill can we use on page 240?***   ***Make Inferences:***  ***The staff believes that Winter will survive because they knew that Winter’s struggling meant that she had the heart and energy to protect herself.***   1. ***Ordeal: An extremely difficult experience.*** 2. ***How can we access complex text on pages 240-241?***   ***Organization:***  ***The authors include specific details about what the helpers do as well as descriptions of how the dolphin reacts to the help. First, Abby stood near the tank. The vet evaluated Winter’s health. Abby and the staff made sure that Winter got fed by first through a tube in her throat, and next showing Winter how to drink from a bottle. She started gaining weight.*** |

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| 1. ***What comprehension skill can we use on page 242?***   ***Sequence:***  ***Winter began training lessons when she was about five months old. Before she was ready to begin her training, the wound on her tail healed and she got used to her home and her handlers.***   1. ***How can we access complex text on pages 242-243?***   ***Connection of Ideas:***  ***Authors often use comparisons to help explain information. On pages 242 and 243, the author shows way in which Winter is both like other dolphins and different from other dolphins. Winter is different from other dolphins because she moves her tail side to side while other dolphins move their tails up and down. The trainers also used the same techniques and signals as they did with other dolphins. Panama might have had difficulty in recognizing Winter as a dolphin because she was missing her tail and did not swim like other dolphins.*** |

12A

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| 1. ***What comprehension strategy can we use on page 244?***   ***Ask and Answer Questions:***  ***On page 244, I read about Winter’s new popularity. On question I ask myself is,* Why were people so interested about Winter? *I can continue reading to find the answer. As I read the rest of the paragraph, I see that many of Winter’s fans were people who had been born without a limb or had a disability or knew someone with a similar problem. I understand now that people were interested in Winter because they could relate to her struggle.***   1. ***Limb: A part of the body such as an arm or leg.*** 2. ***Premier: Very talented.*** |

12B

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| 1. ***How can we access complex text on page 244?***   ***Specific Vocabulary:***  ***We can use different strategies to find the meaning of an unfamiliar word, such as using context clues, word parts, or a dictionary. Winter was on television and become famous. So,* come in droves *meant that people came in large crowds to see her. Dashes, including the dash in the third paragraph, are often used to indicate important information about the word before it. The dash provides information about prostheses, which are “special devices that can help replace a body part such as an arm or a leg.”***   1. ***What vocabulary strategy can we use on page 245?***   ***Latin Roots:***  ***Using the root and the context of the tail’s “up and down movement,” I can determine that* mimic *must mean “to repeat or copy the action of something else.”*** |

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| 1. ***What comprehension skill can we use on page 243?***   ***Main Idea and Key Details:***   |  | | --- | | ***Main Idea:***  ***Trainers wondered what would happen when Winter met another dolphin, Panama.*** | | ***Detail:***  ***Winter swam out to greet Panama because Panama stayed away from Winter.*** | | ***Detail:***  ***Winter kept approaching Panama.*** | | ***Detail:***  ***After three days, Panama let Winter swim near her.*** | |

13A

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| 1. ***How do the authors help you visualize what the team had to think about while creating Winter’s prosthesis?***   ***I can visualize how the team carefully created the prosthesis because the author listed the three obstacles, Winter not having a tail joint, dolphins having sensitive skin, and the up-and-down motion of a swimming dolphin. They do this so the reader can realize how much of a group effort was needed to create a prosthesis specifically designed for Winter. Without such teamwork, they might not have succeeded. The photograph on page 245 shows the teamwork in action.***   1. ***What comprehension strategy can we use on page 246?***   ***Ask and Answer Questions:***  ***I see the word* peduncle *on this page. The text explains that the team had to create a sleeve for the tail that would fit on Winter’s peduncle. The photograph shows her tail, and I can see the parts of the sleeve. I think* peduncle *means the narrow part of Winter’s body that leads up to her tail.*** |

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| 1. ***What comprehension skills can we use on page 247?***   ***Main Idea and Key Details:***   |  | | --- | | ***Main Idea:***  ***Winter seems to like her new tail.*** | | ***Detail:***  ***Winter swims in circles to chase her tail.*** | | ***Detail:***  ***She shows off by flicking it in Panama’s face.*** | | ***Detail:***  ***She sometimes does not want to take her tail off.*** |   ***Make Inferences:***  ***On page 245, I learned that dolphins have especially sensitive skin. Even though Kevin Carroll created a special gel to add a cushion, wearing the tail for too long would likely irritate Winter’s sensitive skin. That is why Winter does not wear her tail all the time.*** |

14B

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| 1. ***How can we connect to content in* Winter’s Tail*?***   ***Science and Technology:***  ***Scientific investigations are often a matter of trial and error. Researchers repeat experimental trials, collecting and evaluating data and adjusting until they achieve a successful result. In the case of Winter’s tail, researchers assessed the obstacles and applied creative solutions to create the first ever prosthetic tail for a dolphin.***   1. ***What comprehension skill can we use on page 248?***   ***Main Idea and Key Details:***   |  | | --- | | ***Main Idea:***  ***Winter’s success is an inspiration and a help to many people.*** | | ***Detail:***  ***Her trainers think that she has a special understanding with visitors.*** | | ***Detail:***  ***One little girl began wearing her hearing aid after she met Winter.*** | | ***Detail:***  ***Kevin Carroll used the gel he developed for Winter on prostheses for Iraq war veterans.*** | |

13B

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| 1. ***How is Winter’s prosthetic tail unique?***   ***On page 245, I read that a prosthetic tail had never been created for a dolphin before. On page 246, I learn that the tail matches the natural motion of a dolphin’s tail, using two sleeves that fit Winter’s peduncle to hold her tail in place.***   1. ***How can we access complex text on pages 246-247?***   ***Organization:***  ***On page 245, the authors presented three challenges the team faced. On pages 246-247, they present the solutions to each challenge. The challenges were attaching the prosthesis, mimicking the motion, and getting Winter used to the tail. The team created a sleeve that fit on Winter’s peduncle, Kevin Carroll created a special gel to make the tail more comfortable, and Abby trained Winter to use the tail.*** |

15A

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| 1. ***How can we access complex text on pages 248-249?***   ***Purpose:***  ***Authors of expository text may include details to show how they feel about their subject. On page 249, the authors say Winter has an “uplifting spirit and resilience” which help her make the “most of every situation.” They call her a “champion, inspiration and friend.” They want readers to feel inspired, too.***   1. ***How has Winter affected the lives of others?***   ***Winter has inspired people with disabilities. The gel used with her new prosthetic is now being used for people’s prostheses, too.*** |

16A

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| 1. ***What is the author’s purpose in* Winter’s Tail*?***   ***To Inform:***  ***The authors use many details to show that Winter’s recovery is inspiring. Winter is special because of the challenges she faces and the way she survived and inspired others.***   1. ***What is the author’s craft in* Winter’s Tail*?***   ***Text Structure:***  ***Throughout the text, the authors focused on the problems and solutions Winter and the team continued to encounter. This text structure helped the reader better understand the text. For example, on page 238, the text states that Jim Savage found Winter tangles in a rope, struggling to breathe. Jim cut the rope with his knife to free her. Without his help, Winter wouldn’t have survived.*** |

16B

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| 1. ***How did groups of people working together help Winter to swim again?***   ***Vets, dolphin trainers, and marine mammal researchers had to work together to help Winter swim again. The authors describe Winter’s struggle and the teamwork needed to help her to show how her story is an inspiration. Page 245 tells how Kevin Carroll worked with other to craft Winter’s tail. Page 241 details how the staff cared for Winter. Page 249 talks about Winter’s uplifting spirit.*** |

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| 1. ***How do the authors show how Winter will continue to have an impact on the people who helped her? (C)***   ***I know that Winter will continue to be a part of her team’s lives because the authors show that the people who helped her shared a goal that they would continue to help Winter. To do that, they would be open to new ideas and trying different things. This suggests that teamwork will continue to be a theme throughout Winter’s life. Winter is the inspiration for that teamwork.***   1. ***Where do the Hatkoffs get ideas for their books? How does teamwork help the Hatkoffs write their books?***   ***Juliana, Isabella, and Craig Hatkoff are a family of authors. Their story began when Juliana Hatkoff was nearly five years old and about to have her tonsils removed. Her father, Craig Hatkoff, suggested that they research the procedure and write about it in a notebook. Soon the Hatkoffs had their first book,* Good-bye Tonsils! *Later, Juliana’s younger sister, Isabella, read a newspaper article about a rescued baby hippo who became close friends with an old tortoise. Isabella thought the story of the hippo and the tortoise would make a good book, too. She was right! Since then, writing books has become a team activity for this New York City family. Most of their books focus on animals that face difficult circumstances. Dad and daughter work together to do research and craft their stories. The family hopes that books like these will help other find the strength to get through tough times.*** |

17A

“Helping Hands”

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| 1. ***How can we access complex text on page 253?***   ***Specific Vocabulary:***  ***The phrase after the comma, “the first series of creations,” tells us what* prototypes *means. Prototypes are helpful because they help the inventors see if their idea works as planned.***   1. ***What comprehension strategy can we use on page 253?***   ***Summarize:***  ***The girls were inspired by one of the first who had a hand that was not fully formed but was able to play the violin by using a special device that allowed her to hold the bow.*** |

18A

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| 1. ***How does the author organize the information to help you understand what the Flying Monkeys did to create BOB-1? (C)***   ***I use the way the author organizes information to help me understand the steps the Girl Scouts took to meet the competition’s challenge: where they got their inspiration, how they gathered resources, how they built their invention, and how they presented their invention to the competition’s judges. The author uses headings to indicate the sequence of events that led to the creation of the prosthetic device, BOB-1. This text structure helps students understand how one event caused another.***   1. ***How can we make inferences on page 254?***   ***The remark “Why hadn’t anyone thought of creating a device like this before?” shows the author’s admiration for the Flying Monkeys’ creativity and practicality.*** |

18B

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| 1. ***How can we access complex text on pages 254-255?***   ***Prior Knowledge:***  ***A hook-and-eye closure consists of two surfaces: one has tiny loops, and the other has tiny hooked barbs, like fish hooks. When the two sides are pressed together, the barbs hook onto the loops. The word* patent *on page 255 means the ownership of the right to make and sell an invention. Patents are granted by the government.***   1. ***How did working with others help the girls create an invention?***   ***By talking with people who had physical impairments and those who designed prosthetic devices, the girls were able to create a device to help people lacking the physical ability to write and draw. In both* Winter’s Tail *and “Helping Hands,” prosthetic devices helped those with impairments. On page 253, I read that when the girls talked with each group, they were able to collect new ideas while getting rid of other ideas. That way, the best ideas moved forward for the final prototype. Winter was able to sim like other dolphins, and Danielle Fairchild was able to write with a pencil. The group working with Winter and the group working with Danielle both faced problems that they were able to overcome with teamwork.*** |

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| 1. ***How can we ask and answer questions on page 253?***   ***The girls decided to invent a specific type of prosthesis that would allow a person without fingers to write because they knew of a little girl who was born without fingers on one hand.***   1. ***What is the author’s craft on page 252?***   ***Word Choice:***  ***The author starts this selection with the words “Once upon a time.” The author does this because the work of the Flying Monkeys was extraordinary, much like the events in fairy tales, which typically starts with “Once upon a time.”***   1. ***What vocabulary strategy can we use on page 254?***   ***Context Clues:***  **Showcase *means to present in a favorable way. The context clues tell me that the girls were going to a competition and hoped to win.*** |

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| 1. ***In your opinion, which group faced a greater challenge, the people who worked to help Winter or the Flying Monkeys?***   ***I think the people who worked to help Winter faced a greater challenge than the Flying Monkeys did. While the Flying Monkeys’ device can help many people live better lives, the people at Clearwater Marine Aquarium and Kevin Carroll’s team of experts had to solve a more unusual problem. It’s true that the Flying Monkeys were not able to work directly with Danielle when they built the BOB-1 for her. But humans have had many prosthetics made for them in the past, so it wasn’t as challenging. However, Kevin Carroll’s team had to design a prosthetic that would mimic the movement of a swimming dolphin. This uncommon task led to many difficulties. For example, the team needed to figure out how to connect the tail without causing Winter discomfort. In addition, one member of the Flying Monkeys had previous experience with a challenge similar to the one they faced in their competition. Kate and her mother had worked with specialists to make a device to help Kate play the violin. This w as definitely a challenge, but not like the one Winter’s team faced. No one had built a prosthetic tail for a dolphin before. The difficulty that Kevin Carroll’s team faced was unique and required more problem-solving.*** |

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