



**CALIFORNIA STATE SCIENCE FAIR  
2014 PROJECT SUMMARY**

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<b>Project Title</b> <b>Zooming through Fluency</b>	
<p style="text-align: center;"><b>Abstract</b></p> <p><b>Objectives/Goals</b> The objective of this experiment is to measure which out of three fluency improvement methods works the best or shows more improvement in children's words per minute in fluency and determine what method affects a child's fluency more dramatically. My experimental problem is #What is the increase in reading fluency words per minute with different methods (control no practice, Repeated Reading, Wide Reading, and Neurological Impress) when reading a fairly easy passage?#</p> <p><b>Methods/Materials</b> In this experiment I use two timing devices, 33 2nd graders, fluency pieces, and 1 classroom. Within the experiment I used three methods--the ones listed in the problem--as my three independent variable. Three kids a day were chosen and used to read the fluency and I would record the results.</p> <p><b>Results</b> In the end of the experiment the method Neurological Impress got the most improvement. Repeated Reading (the method I hypothesized to get most improvement) got second and Wide Reading got last with bad improvement. The reason why my results contrasted with my objective was because Neurological Impress gave the reader more of an example on how to read the fluency well.</p> <p><b>Conclusions/Discussion</b> The experiment is scientifically important because if a teacher uses the better method than children will receive better fluency, get a better education, succeed in school, and be prepared for life. It also offers a start for more experiments like this one which will decipher how to get a great education.</p>	
<b>Summary Statement</b> Which fluency practice method has the most improvement in 2nd graders	
<b>Help Received</b> Teacher offered guidance, and second grade teachers offered student subjects	