

Reflection paper

[Science](#), [Physics](#)



Teachers and are all learners. However, teachers are the drivers of the training cycle and as such should be better and quick learners of the students they are handling in order to effectively serve them. Kindergarten has different perception of science as compared to second graders and fifth graders. By knowing and understanding their capabilities teachers will structure lessons that achieve their intended purpose and not just lessons.

Reflection

Learning is a gradual process as seen tackled by the article. At different stages, student's articulate science issues quite differently from each other. However, the concept internalization is dependent on the preceding class lessons and exposure to interaction with the lessons learnt (Bradshaw, 2001). Teachers too need a grasp of this learning cycle that students go through in order to structure their lessons in such a manner to boost interaction and merging the theoretical information and the practical or the real aspects.

Understanding by a first grade is different from being a fifth grade based on the perception of simple key facts. Kindergarten and first grade students know content mostly by experiencing and making a comparison with their life. On the other hand, second grade students are better informed than their successors because they know the content by still fumble with a solid understanding. Fourth and fifth grade students can be thought of to have come off the confusion stage owing to their ability to just know and understand what they are dealing with.

The article proposes a research on students to be able to understand how they know. It is true that teachers who put their students through

assessment ought to understand them better are better prepared to structure their curricula into one that meets their needs effectively (Bradshaw, 2001). After the research teachers come to the realization that experience to students is a crucial affair. It guides in understanding the students level of articulating issues and the approach henceforth.

Reference

Bradshaw, R. J. (2001). how do children know what they know. science and children, 1-6.