

## Paraphrase

### Original Source #1

“As one teaches, one’s knowledge plays out in social space, and this is one of the things that makes teaching such a complex activity. As studies of teacher cognition have shown, and as we saw in the classrooms we visited, teaching well means knowing one’s students well and being able to read them quickly and, in turn, making decisions to slow down or speed up, to stay with a point or return to it later, to underscore certain connections, to use or forgo a particular illustration. This decision-making operates as much by feel as by reason: it involves hunch, intuition, at best, quick guess”  
--from *Possible Lives*, by Mike Rose.

### Attempted paraphrase # 1 (what’s wrong with this picture?)

A teacher’s knowledge works in social space, and this is one reason teaching is so complex. Studies of teacher cognition have shown that good teachers know their students well, are able to read them quickly, and then make decisions to go slower or faster. They don’t make decisions so much as guess (Rose 419).

### Attempted paraphrase #2

Mike Rose points out that teaching is difficult because teachers are working with so many variables. Besides knowing their material, they have to gauge their students’ understanding at every moment and make snap decisions about spending more time on a given topic or moving on (419).