

Lesson Plan

Best Advice

Book: *Brooks Koepka: Golf Star*

Series: Biggest Names in Sports

Level: Navigator

Objective

To help students practice writing a short personal essay and strengthening their essays through revision and peer feedback.

Supplies

- *Brooks Koepka: Golf Star* book
- Editor Checklist (attached)
- Computer access for each student
- Red pens

Before the Activity

Read through the *Brooks Koepka: Golf Star* book, or assign it to students to read on their own. Print off two copies of the Editor Checklist for each student.

Activity

In 2011, Brooks Koepka was beginning his professional golf career and playing far from home. Around the same time, Koepka learned that his mother had cancer. She told him to keep fighting his battle while she fought hers, which Koepka considers the best advice he ever received. Koepka advanced his career to become a golf star, and his mother was eventually declared cancer-free.

Explain that, over three class periods, students will write and revise a short personal essay about the best advice they've ever received. This essay should be at least three paragraphs long and should include the following details:

- What the situation was in which they received the advice
- Who they received the advice from
- What the advice was
- How that advice changed how they act or think

Give students one class period to type up and print off two copies of their essays. Students can choose how best to organize their essay. For example, students might choose to write it as a story, including emotional details and images to demonstrate the importance and impact

of the advice they received. Or, students might choose to write it as an opinion essay, in which they present statements rather than emotional details. Encourage students to be creative as they figure out how best to respond to the prompt.

During the next class period, divide the class into groups of three and hand out the Editor Checklists so that each student has two copies. Students will exchange their essays in their groups, so that each student is reading the essays of two of their peers. For each essay they read, students should fill out the Editor Checklist. At the end of class, students should have their own essays back, as well as two sets of feedback from their peers.

During the third class period, students will look over their peers' feedback. Using these suggestions, students should revise their personal essays. Explain to students that the feedback they receive might be contradictory, as their two peers might have different ideas about how to improve the essay. As the authors, students do not need to accept every piece of advice, but they should choose which advice best matches how they want their final essay to be. At the end of class, students should turn in their rough drafts, two sets of feedback, and final drafts.

Evaluation

Award students points for the following, for a total of 35 points:

- 5 points for a rough draft of at least three paragraphs that responds to the prompt
- 5 points each for filling out two Editor Checklists for their peers
- 5 points for revising based on peer feedback
- 5 points for a final essay of at least three paragraphs that responds to the prompt
- 5 points for writing that is free of grammatical and spelling errors
- 5 points for writing that is organized in a way that is clear and engaging for the reader

Standards

This lesson may be used to address the Common Core State Standards' writing standards, grade 4 (W 4.1, 4.3, 4.5).

Editor Checklist

1. Did the author write a complete essay that was at least three paragraphs long?
2. Did the author include the following details?
 - What the situation was in which they received the advice
 - Who they received the advice from
 - What the best advice they ever received was
 - How that advice changed how they act or think
3. What did you like about the essay? List at least two things in the space below:
4. Did the opening paragraph grab your attention? If not, suggest some ways the author could make it more engaging:
5. Was any part of the essay confusing? Describe any events you wanted to know more or less about:

6. How did the author organize the essay?

7. Would a different organization make the essay easier to understand? If so, how would you suggest the author organize the essay?

8. Did the author use descriptive language? Describe any places that had weak verbs, lacked details, or were hard to understand:

9. Do you have any other suggestions for the author about the essay?

10. Did you find and correct any mistakes in spelling and/or grammar? Check for correct spelling, capitalization, and punctuation, and mark any errors on the rough draft in red pen.