

## [Student writing opportunities with LEARNZ \[1\]](#)

There are opportunities to use **all writing styles** as part of a **literacy - writing programme** associated with a LEARNZ virtual field trip.

The table below outlines some writing ideas, arranged in order from before a field trip starts until after it finishes.

<b>Activity</b>	<b>When</b>	<b>Student Writing</b>	<b>Examples (say from a <i>Wetland Biodiversity</i> field trip)</b>
Inquiry questions	Before (see also during and after)	A statement and a question, maybe just based on the field trip title, based on a student's knowledge at the time.	"Over our back fence is an area that goes underwater every time it rains. I wonder if it is a wetland?"
Expectations of the field trip	Before	What do you think you might learn about on this field trip?	"Why would wetlands be interesting to kids my age?"
Response to background pages	Before	What did you learn that surprised you?	"I was surprised to learn that water is cleaned by wetland plants."
Response to other parts of the field trip website	Before	Reading response activities.	"I saw a picture of one of the DoC Rangers. They get to wear really good gear. I wonder if they have different uniforms for summer and winter."
Audioconference questions (a type of Inquiry question)	Before	Based on info in the background pages, the student writes a question that they will read in a live audioconference. Reviewed by peers, self, and teacher.	Written as "We read on the background pages that wetlands are decreasing. Why is that?". Read aloud as "Hi I'm John and my question is 'We

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		Teacher aggregates into a class list of questions.	read on the background pages that wetlands are decreasing. Why is that?' "
Inquiry questions	During (see also before and after)	Write statements and questions based on what they have found out since the field trip started.	"I saw and heard in a video that Carex Secta can store water. I wonder if people planted them in their gardens if it would help to stop floods in cities."
Procedural writing	During	Watch a video that describes a process and document the steps.	Electric Fishing. 1.Check all gear is here. 2.Choose shallow part of river. 3.Put on wet weather gear and waders. 4.Check electric fishing unit is charged and ready and put it on. 5.Partner gets in water downstream with net. 6.Put wand in water. 7.Click button to stun fish and gather in net. 7.Transfer net contents to tub. 8.Look for best invertebrates. 9.Determine the water quality. 10. Report.
Class ambassador	Before, during and after	Create and send emails.	"Hi Moggie. We saw you riding in the jet boat yesterday. We laughed when you got soaked."
Audio conferences	During	Take notes, summarise, fill in a class template or contribute to a mind map. State an	"We learnt how to tell skinks and geckos apart."

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		opinion.	
Backchannel responses	During	Write a question or a response in real time	"Why do geckos have flaky skin - why don't they have shiny skin like skinks?"
Recounts. (Narration, Description, Exposition)	After	Unpack a LEARNZ diary. Create your own diary/recount based on a class visit or field trip.	Describe the journey there, activities, journey back to school, highlights, feelings, add digital photos...
Persuasive argument	After	Why we should try to keep wetlands	Arguments that could be used include: biodiversity, water quality, flood control, nutrient storage, permanence, sustainability, rare species, cool reptiles
Creative writing	After	Fiction	Fictional story writing - "Skinny the Skink and Gerry the Gecko go to Tarn".
Poetry	After	Haiku, wordles	T - Tank A - Abundance R - Rainfall N - Nutrients
Inquiry questions	After (see also before and during)	Ask "What now?" type questions based on your whole field trip experience.	"I don't like stoats. I wonder how we could get rid of them once and for all?"
Reflection	After	As part of Report Writing, look back on the field trip but also write about any action taken by your class.	"I really enjoyed learning about wetland plants. We planted a Carex Secta in the dampest corner of our school garden."

Consider the different skills and opportunities for teachers and students to process

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information when using a mix of digital and paper-based text eg browser tools, apps.

Related pages

- [LEARNZ as a Reading Resource](#) [2]
- [Opportunities for students to speak and present with LEARNZ](#) [3].

### Source URL:

<http://www.learnz.org.nz/support/student-writing-opportunities-learnz>

### Links

[1] <http://www.learnz.org.nz/support/student-writing-opportunities-learnz>

[2] <http://www.learnz.org.nz/learnz-reading-resource>

[3] <http://www.learnz.org.nz/speaking-and-presenting>