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I can stand on my left foot for 20 seconds.	I used and described a sensory detail in my writing.	I can use my body to spell out my name.	I described my character's thoughts in my writing.	I can do five pushups without stopping.
I used a memory moment in my writing.	I can define a verb and name one.	I used a "words of the wiser" signpost in my writing.	I can stand on my right foot for 20 seconds.	My character had an aha moment.
I can floss.	My character asked or thought about a tough question.	FREE	My character does something again and again in my narrative.	I can define an adjective and name one.
There is a contrast and contradiction in my narrative.	I can do 20 jumping jacks.	I can define and name an adverb.	I can do a backbend from a standing position or starting from the floor.	I included a dialogue exchange that includes important information.
I can define a noun and name one.	I described my character's physical traits so the reader can visualize them.	I described the time of day, place, and time of year (the setting) in my narrative.	I varied my sentence beginnings.	I've got the running man down.

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Created by Kate Narita

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I used a memory moment in my writing.	I can define a verb and name one.	FREE	I described my character's thoughts in my writing.	I can do five pushups without stopping.
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I used a memory moment in my writing.	I can touch the door's lintel (jumping to touch it counts).	I used a "words of the wiser" signpost in my writing.	I can stand on my right foot for 20 seconds.	My character had an aha moment.
I can floss.	My character asked or thought about a tough question.	FREE	My character does something again and again in my narrative.	I can crabwalk from one side of the classroom to the other.
There is a contrast and contradiction in my narrative.	I can do 20 jumping jacks.	I can define and name a noun and a verb.	I can do a backbend from a standing position or starting from the floor.	I included a dialogue exchange that includes important information.
I can do the cabbage patch.	I described my character's physical traits so the reader can visualize them.	I can do a somersault or the splits.	I described the time of day, place, and time of year (the setting) in my narrative.	I've got the running man down.

You can cut up this board to have a set of cards to choose from. The white cards are writing moves and the pink cards are physical actions.

About This Game

After interviewing [Alicia D. Williams](#) and [Janelle Harper](#), I created this WRITE Bingo. Alicia talked about the importance of getting people up and moving before beginning a writer's workshop. Janelle talked about using DANCE Bingo before starting her dance class. I thought it would be fun to combine the two ideas. My recommendation is that you pick one pink card and one white card at the start of every workshop. Call on one student to share an example of that specific craft move in their writing or you can demo the move for your class. Then, challenge them to add that move to their narrative when they write. [Click here](#) to listen to my interview with Alicia, and [click here](#) to listen to my interview with Janelle. The writing craft moves include [Kylene Beers'](#) and [Bob Probst's](#) [*Notice and Note*](#) fiction signposts. Enjoy.