**Motivation Strategy Cards**

| **Incentives**Consider using educational resources (colorful pencils, pencil grips, stickers, etc) or personalized notes (exp. A sticky note that says, “Anthony recalled three events from his story today!”) during and after instruction.  | **Dialogue**Create opportunities for students to talk about their use of sounds, skills, or strategies. Encourage dialogue between students to share their understanding of strategies as well as their journey to proficiency. |
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| **Their-Story**Show students that you are interested to learn about their personal reading journeys. When students have an open space to share, we can learn about what makes them tick. | **Charting Progress**Create an opportunity for students to chart their own progress. For example, give them a colorful paper on which they can write the sounds, skills, and strategies they have mastered. |
| **The Repeater**Teachers are models of proficient readers. As such, demonstrate proficient reading by modeling proficient reading and asking your students to repeat after you. Use vocal inflection and pacing to model proficient reading. Determine the amount of text students can successfully repeat (exp. 1 sentence at a time). Direct students to repeat with the same inflection and pacing. | **Specific Praise**Call out when students demonstrate proficiency with sounds or strategies. Use the specific name of what they did well instead of saying, “Good work!” which doesn’t identify what the student did well. For example, “Way to go, Cierra! I can see you using a 3 letter consonant blend ‘spl’.” Not only does this strategy recognize what the student did correctly, it also reinforces skills for other students. |
| **Bossy-Pants**Create an opportunity for students to become teachers. At the end of each session, ask one student to stand up and “teach” the skill, strategy, or sound from the day’s lesson. Make it extra fun by adding a teacher prop the student must use (exp. A pointer or a plastic apple).  | **Relationships**Build a relationship with your student. Administer an interest inventory to learn about your student. Then, identify opportunities to include their interests in learning activities. Spend time in the first session getting to know one another |