CLERC CENTER
AT GALLAUDET

Bilingual Strategy: Sandwiching

TEACHER CHECKLIST

Sandwiching is the process of linking a concept across ASL and English by intentionally sequencing ASL → English → ASL (or vice versa) to support word-level understanding. In an ASL/English bilingual context, it involves presenting a concept in ASL, briefly introducing the English word or short phrase, and returning to ASL to reinforce meaning. The focus is on building a clear connection between concept and print while maintaining comprehension, not on translation or language comparison.
This checklist is designed to guide teacher reflection and decision-making on how instruction supports students in making clear, efficient connections between ASL and English at the word level.

Planning

- ◯ I identify key vocabulary where sandwiching will support understanding
- ◯ I select vocabulary appropriate to the content (increasing in complexity across grades)
- ◯ I plan to introduce concepts in ASL first
- ◯ I determine how the English word will be shown (fingerspelling, print, visual)
- ◯ *(MS/HS)* I prioritize academic/discipline-specific vocabulary (e.g., analyze, compare, hypothesis)

Implementation

- ◯ I establish clear meaning in ASL before introducing English
- ◯ I introduce the English word briefly and intentionally
- ◯ I return to ASL to reinforce the concept
- ◯ I keep sandwiching concise and purposeful
- ◯ I use sandwiching only when needed (not for every word)
- ◯ I maintain student comprehension throughout
- ◯ (MS) I highlight connections between the ASL concept and the English word
- ◯ (MS/HS) I prompt students to notice differences between ASL and English
- ◯ (HS) I release responsibility to students to make connections independently

Engagement

- ◯ Students can demonstrate understanding of the concept in ASL
- ◯ Students can connect the concept to the English word
- ◯ Students can remain engaged (actively participating, not just watching)
- ◯ *(MS)* Students can begin using English vocabulary with support
- ◯ *(MS/HS)* Students can explain connections between ASL and English
- ◯ *(HS)* Students can independently use both ASL and English strategically
- ◯ *(HS)* Students can describe differences between ASL and English representations

Reflection

- ◯ Did I establish clear meaning in ASL before introducing English?
- ◯ Did I use sandwiching briefly and only when needed?
- ◯ Did I make clear connections between the concept and the English word?
- ◯ Did students demonstrate understanding and connection across ASL and English?
- ◯ How did I support students in using these connections with increasing independence?

NOTES