INSTRUCTION AND ASSESSMENT

CLERC CENTER
AT GALLAUDET

ASL-English Sandwiching K-2

CONCEPT BUILDING & MEANING CLARITY FOCUS

This tool is designed to support concept development and clarity of meaning through ASL–English sandwiching. It guides teachers to focus on building understanding in ASL first and intentionally linking that meaning to English print, rather than engaging in contrastive analysis between the two languages.

Teacher Planning

- ◯ I chose one concept for instruction(not too many at once).
- ◯ I decided which language will build meaning best first (usually ASL).
- ◯ I identified the one English word or short phrase students need to connect to the concept.

During Instruction

- ◯ I presented the full idea in ASL first (not SimCom).
- ◯ I paused before shifting languages.
- ◯ I clearly said:

"Now let's see the English word."

- I showed the printed word clearly and visually.
- I repeated the concept again in ASL after showing it in English.

Student Understanding Checks

- ◯ Students can show the idea in ASL (not just repeat a word).
- ◯ Students can point to or match the English word.
- ◯ Students can use the concept in a simple new example.

Quick Checks

- "Show me."
- ASL → English word → ASL
- Act it out

Goal at this Level:
Students connect meaning first, then attach English print.

NOTES