I'm not a robot



```
Facility to monitor radio and microwave signals to gather information and intelligence "Listening post" redirects here. For the Al Jazeera English programme, see The Listening Post. Use of the Eiffel Tower as a listening station to intercept wireless telegraphy (French: télégraphie sans fil T.S.F.) 1914 British radio listening station from the Second World
War, equipped with the National HRO shortwave radio receivers The radomes of listening station RAF Menwith Hill, England, often referred to as "golf balls", protect the parabolic antennas from the weather. On the right radome, which was not yet completely finished in June 2008, part of the parabolic dish can still be seen. Partial view of the US
listening station site at Teufelsberg, Berlin, Germany; Field Station for wireless intercept station of the Onyx interception system in Zimmerwald (Canton of Bern), Switzerland A radio listening post, radio intercept station or wireless intercept station for wireless telegraphy) is a facility used for military reconnaissance,
especially telecommunications reconnaissance (also known as signals intelligence SIGINT) by "intercepting" radio technology. For this
purpose, highly sensitive radio receivers and suitable receiving antennas are used (see images). After Heinrich Hertz (1857-1894) succeeded in 1886 as the first to generate electromagnetic waves in the ultra-short wave range, and Guglielmo Marconi (1874-1937) around 1900 was able to increase the range of his radio transmissions to hundreds of
 kilometers, thus radiotelegraphy technology was used in the First World War (1914-1918), for example: within the German Imperial Russian radiogram traffic by Germany and Austria),[1] and in aeronautical radio communication. Conversely, France
was already using the Eiffel Tower, which was closed to the public during the first year of the War, as a radio listening station to intercept wireless telegraphy messages from the German western front were intercepted, the message content of which would
later be deciphered, notably by Frenchman Georges Painvin. This includes the so-called Radiogram of Victory (Radiogramme de la Victoire); the ADFGVX-telegram cipher used by the German Imperial Army. In the interwar period between the end of World War I and the beginning of World War II, radio technology had developed considerably and was now
used extensively by all warring parties. Detection and evaluation of radio transmissions had become all the more important and were operated by British radio listening stations around the world, were of vital importance to the war effort. Dozens of so-
called Government Communications Wireless Stations (GCWS), or Y-stations for short which had initially been established during World War I,[2] and the Admiralty Civilian Shore Wireless Service (ACSWS), were used by the British for this purpose, in Great Britain and elsewhere. German Intercept Station Operations during World War II were
comparable, albeit less effective, in the General Intelligence Service) of the German Army and the B-Dienst (observation service) of the German Army and the B-Dienst (observation service) of the German Army and the B-Dienst (observation service) of the German Navy). With the approach of the German Army and the B-Dienst (observation service) of the German Navy).
divided Allied-occupied Germany. Up until 1989, for example, there were two powerful monitoring systems on the Soviet military secret service GRU and was thus also the westernmost outpost of the Soviet Union, the other was subordinate to the main
Department III (radio reconnaissance, radio defense) of the Ministry for State Security (Stasi) of the German Democratic Republic (GDR). The stations had the code names "Yenisei" and "Urian", the latter colloquially known as the "Stasi mosque" (Stasi-Mosche). After 1989, a much larger listening complex was planned on the Brocken summit, which was
no longer implemented due to the fall of the Berlin Wall and the peaceful revolution in the German Democratic Republic. During the Cold War period, the United States Army Security Agency built an airspace surveillance and listening station on the man-made hill called Teufelsberg, located in the former West Berlin region of West Germany, to listen to
Soviet, East German and other Warsaw Pact nations' military radio communications traffic.[3][4] The listening station mamed Field Station Berlin (also known as USM 620 Kilo) was mainly operated by the US National Security Agency (NSA) and served as part of the worldwide surveillance network ECHELON.[4] The installation was also shared with the
British Army 26th Signal Battalion and 13th Signal Regiment since it was located in the British occupation zone. During the German reunification process in 1989 and 1990, the facility's electronic equipment was removed and the amassed classified information archives destroyed as it had become redundant with the end of the Cold War. In 1991 the US
and British withdrew from Teufelsberg, and the Senate of Berlin sold the 4.7-hectare (12-acre) area of the listening station for 5.2 million Deutsch Mark to a private investor consortium.[3][4] A so-called "listening station" in the corner building on Mittelstrasse/Neustadtische Kirchstrasse in Berlin centre (Mitte-district), was believed to have been used
between 1977 and 1989 by the East German Ministry for State Security (Stasi) to listen to the American embassy on the opposite side of the street.[5] The superpowers and their allies in particular still operate a wide-ranging network of eavesdropping listening stations around the world. One of the most famous is ECHELON, which is operated by the
intelligence agencies of the United States, United Kingdom, Canada, Australia, and New Zealand. Another is the Swiss Onyx interception system, and Frenchelon used by France. Stationary radio listening stations in Germany are, for example, the Federal Intelligence Service (BND) outposts located in Bad Aibling and Gablingen; both are former US
listening stations built during the Cold War in Allied-occupied Germany and are now operated by the German Federal Intelligence Service (BND). In England, RAF Menwith Hill should be mentioned,[6] including BBC Monitoring at Crowsley Park and Government Communications Headquarters (GCHQ) in Cheltenham. There are also mobile radio listening
stations, such as specially adapted radio intercept road vehicles and mobile field tent stations,[7][8][9] reconnaissance aircraft for telecommunication reconnaissance aircraft for telecommunication reconnaissance aircraft for telecommunication reconnaissance.[7] Wilhelm Flicke: The Beginnings of Radio Intercept in World War I. www.nsa.gov (PDF) Michael E. Bigelow: A Short History of Army Intelligence fas.org
(PDF) David Kahn: The Naval Intercept Station at Bainbridge Island, Washington. Cryptologia, 38:244-247, 2014, [1] Kenneth Macksey: The Searchers - Radio Intercept in Two World Wars. Cassell Military Paperbacks, London 2004, ISBN 978-0304366514 Signals intelligence Ground station ECHELON Frenchelon UKUSA listening stations Wikimedia
Commons has media related to Listening stations. ^ Flicke, Wilhelm (1978). "The Beginnings of Radio Intercept in World War 1: A brief history by a German intelligence officer" (PDF). NSA Cryptologic Spectrum: 20–27. ^ Y-stations in World War I: A brief history by a German intelligence officer" (PDF). NSA Cryptologic Spectrum: 20–27. ^ Y-stations in World War I a brief history by a German intelligence officer (PDF).
Deutsche Welle. Berlin. Retrieved 16 January 2021. ^ a b c "Teufelsberg; Field Station Berlin: NSA spy station on buried Nazi college". Abandoned Berlin. Berlin. 23 April 2020. Retrieved 16 January 2021. ^ Westphal, Dirk (12 January 2014). "Die Abhörstation; An der Mittelstraße Unterhielt die Stasi einen Horchposten, von dem aus sie die Botschaft der
USA überwachte. Nun wird dort Kunst inszeniert" [The listening station; The Stasi maintained a listening post on Mittelstrasse, from which they monitored the US Embassy. Now art is being staged there.] (PDF). Welt am Sonntag (in German). No. 2. Berlin. Retrieved 17 December 2020. ^ Norton-Taylor, Richard (1 March 2012). "Menwith Hill
eavesdropping base undergoes massive expansion". The Guardian. London. Retrieved 11 February 2021. ^ a b Bigelow, Michael. A Short History of Army Intelligence (PDF). Washington. Retrieved 11 February 2021. ^ a b Bigelow, Michael. A Short History of Army Intelligence (PDF). Washington. Retrieved 11 February 2021. ^ a b Bigelow, Michael. A Short History of Army Intelligence (PDF).
November 2013. Retrieved 11 February 2021. ^ Beaumont, Peter (20 December 2019). "Cyprus police arrest three in Israeli-owned 'spy van' investigation". The Guardian. London. Retrieved from "Wiktionary 2021. Retrieved from "Wiktionary 2021. Retrieved from "Wiktionary 2021. Activities are station and microwave signals and analyse their
content to secure information and intelligence for use by the security and diplomatic community and others. Wikipedia 0.0 / 0 votes Listening station for wireless intercept station or wireless intercept station for wireless intercept station for wireless intercept station for wireless intercept station.
reconnaissance (also known as signals intelligence SIGINT) by "intercepting" radio transmitter communications. In contrast to the original eavesdropping on an acoustic speech conversation, radio eavesdropping stations are used to eavesdropping on the information transmitted wirelessly using radio technology. For this purpose, highly sensitive radio
receivers and suitable receiving antennas are used (see images). Wikidata 0.0 / 0 votes Listening station and intelligence for use by the security and diplomatic community and others or to make local transmissions more widely
available, thus the London pirate listening station streams London FM pirate transmissions via the internet to the global community. Y-stations were British Signals Intelligence collection sites initially established during World War II. Examples are BBC Monitoring at Caversham, RAF Menwith Hill, Harrogate and
Government Communications Headquarters, Cheltenham; London Listening Station. How to pronounce listening station in Chaldean Numerology is: 1Pythagorean Numerology is: 1Pythagorean Numerology The numerical value of listening station in Pythagorean
Numerology is: 9 References - Select - 简体中文 (Chinese - Simplified) 繁體中文 (Chinese - Traditional) Español (Španish) Esperanto (Esperanto) 日本語 (Japanese) Português (Portuguese) Deutsch (German) الردو (Arabic) Français (French) Pyccкий (Russian) [[]] (Korean) עברית (Hebrew) Gaeilge (Irish) Українська (Ukrainian) (Urdu) Magy
(Hungarian) [[] [[] [Hindi] Indonesia (Indonesian) Italiano (Italian) [[] [[] [Indonesian] (Indonesian) Italiano (Italian) [[] [Indonesian] (Italian) [[] [Ind
(Persian) יידיש (Yiddish) hujjtptû (Armenian) Norsk (Norwegian) English (English) There's no doubt that the benefits of having a listening center in your classroom are many. When your students are listening to stories being read aloud they are developing critical comprehension skills. When children have the ability to choose the books they listen to, they'll
also be more likely to remain engaged and on-task. Listening Center Benefits Out with the Old! I used to have a traditional listening center with a tape recorder and a junction box along with several sets of headphones, but I found that it was both difficult for the children to use independently and expensive to find multiple copies of books. Don't even get
me started about the tangled headphone cords! The children could never agree on what they wanted to listen to, so they were either fighting over the book and ripping it, or there was only one child there - all alone. Now we have the luxury of using devices for our listening centers, which makes things so much easier. Your kids can be so much more
independent in the listening center with a device as opposed to the clunky old boom boxes with confusing buttons. iPad Listening Center in your classroom is to use a device, like an iPad. Watch the video above and read the full blog post HERE to learn how you can get started using an
iPad as a listening center in your classroom. Listening Center QR Codes If you want to create a listening center that your kids can use independently you'll want to try QR Codes. This method doesn't cost a dime, but it does require some work up front, Wi-Fi, and of course, the books. To get started with QR codes in your classroom, watch the video tutorial
above and read the full blog post HERE. Where to Put Your Listening Center? Good news, you no longer have to worry about having enough space for a listening center in your classroom, like the library center in your classroom, like the library center in your classroom, like the library center in your Listening Center You'll have the
most success with this center if you provide the children with their favorite read-alouds. Highly engaging books like Pete the Cat, No, David!, and Chicka Boom Boom that you have read aloud often and they love will capture their interest and keep them at this center for longer periods of time. Teaching Trailblazers Having a functional listening
center is awesome! But let's face it, a listening center can't make you a better teacher. The best place to discuss teaching Trailblazers. We have many printable lessons and on-demand video trainings to help you become the best teacher you can be! Apply now for the Teaching Trailblazers
program. Facility to monitor radio and microwave signals to gather information and intelligence "Listening post" redirects here. For the Al Jazeera English programme, see The Listening station from the
Second World War, equipped with the National HRO shortwave radio receivers The radomes of listening station RAF Menwith Hill, England, often referred to as "golf balls", protect the parabolic dish can still be seen. Partial view of
the US listening station site at Teufelsberg, Berlin, Germany; Field Station Berlin, 1974 Receiving station of the Onyx intercept station or wireless intercept station, W/T station for wireless telegraphy) is a facility used for military
reconnaissance, especially telecommunications reconnaissance (also known as signals intelligence SIGINT) by "intercepting" radio technology
For this purpose, highly sensitive radio receivers and suitable receiving antennas are used (see images). After Heinrich Hertz (1857-1894) succeeded in 1886 as the first to generate electromagnetic waves in the ultra-short wave range, and Guglielmo Marconi (1874-1937) around 1900 was able to increase the range of his radio transmissions to hundreds
of kilometers, thus radiotelegraphy technology was used in the First World War (1914-1918), for example: within the German Imperial Russian radiogram traffic by Germany and Austria),[1] and in aeronautical radio communication. Conversely,
France was already using the Eiffel Tower, which was closed to the public during station to intercept wireless telegraphy (see image). There, in addition to other French listening stations, encrypted wireless telegraphy messages from the German western front were intercepted, the message content of which
would later be deciphered, notably by Frenchman Georges Painvin. This includes the so-called Radiogram of Victory (Radiogramme de la Victoire); the ADFGVX-telegram cipher used by the German Imperial Army. In the interwar period between the end of World War I and the beginning of World War II, radio technology had developed considerably and
was now used extensively by all warring parties. Detection and evaluation of radio transmissions had become all the more important and were operated by all sides. The encrypted German communications (Enigma, Lorenz, etc.), which were intercepted by British radio listening stations around the world, were of vital importance to the war effort. Dozens
of so-called Government Communications Wireless Stations (GCWS), or Y-stations for short which had initially been established during World War I,[2] and the Admiralty Civilian Shore Wireless Service (ACSWS), were used by the British for this purpose, in Great Britain and elsewhere. German Intercept Stations (GCWS), or Y-stations for short which had initially been established during World War II were
comparable, albeit less effective, in the General Intelligence Service) of the General Intelligence Service Servi
divided Allied-occupied Germany. Up until 1989, for example, there were two powerful monitoring systems on the summit of the Brocken, which lies directly on the former inner German border. One belonged to the Soviet military secret service GRU and was thus also the westernmost outpost of the Soviet Union, the other was subordinate to the main
Department III (radio reconnaissance, radio defense) of the Ministry for State Security (Stasi) of the German Democratic Republic (GDR). The stations had the code names "Yenisei" and "Urian", the latter colloquially known as the "Stasi mosque" (Stasi-Mosche). After 1989, a much larger listening complex was planned on the Brocken summit, which was
no longer implemented due to the fall of the Berlin Wall and the peaceful revolution in the German Democratic Republic. During the Cold War period, the United States Army Security Agency built an airspace surveillance and listening station on the man-made hill called Teufelsberg, located in the former West Berlin region of West Germany, to listen to
Soviet, East German and other Warsaw Pact nations' military radio communications traffic.[3][4] The listening station mamed Field Station Berlin (also known as USM 620 Kilo) was mainly operated by the US National Security Agency (NSA) and served as part of the worldwide surveillance network ECHELON.[4] The installation was also shared with the
British Army 26th Signal Battalion and 13th Signal Regiment since it was located in the British occupation zone. During the German reunification process in 1989 and 1990, the facility's electronic equipment was removed and the amassed classified information archives destroyed as it had become redundant with the end of the Cold War. In 1991 the US
and British withdrew from Teufelsberg, and the Senate of Berlin sold the 4.7-hectare (12-acre) area of the listening station for 5.2 million Deutsch Mark to a private investor consortium.[3][4] A so-called "listening station" in the corner building on Mittelstrasse/Neustadtische Kirchstrasse in Berlin centre (Mitte-district), was believed to have been used
between 1977 and 1989 by the East German Ministry for State Security (Stasi) to listen to the American embassy on the opposite side of the street.[5] The superpowers and their allies in particular still operate a wide-ranging network of eavesdropping listening stations around the world. One of the most famous is ECHELON, which is operated by the
intelligence agencies of the United States, United Kingdom, Canada, Australia, and New Zealand. Another is the Swiss Onyx interception system, and Frenchelon used by France. Stationary radio listening stations in Germany are, for example, the Federal Intelligence Service (BND) outposts located in Bad Aibling and Gablingen; both are former US
listening stations built during the Cold War in Allied-occupied Germany and are now operated by the German Federal Intelligence Service (BND). In England, RAF Menwith Hill should be mentioned,[6] including BBC Monitoring at Crowsley Park and Government Communications Headquarters (GCHQ) in Cheltenham. There are also mobile radio listening
stations, such as specially adapted radio intercept road vehicles and mobile field tent stations,[7][8][9] reconnaissance aircraft for telecommunication reconnaissance aircraft for telecommunication reconnaissance ships or special reconnaissance aircraft for telecommunication reconnaissance aircra
(PDF) David Kahn: The Naval Intercept Station at Bainbridge Island, Washington. Cryptologia, 38:244-247, 2014, [1] Kenneth Macksey: The Searchers - Radio Intercept in Two World Wars. Cassell Military Paperbacks, London 2004, ISBN 978-0304366514 Signals intelligence Ground station ECHELON Frenchelon UKUSA listening stations Wikimedia
Commons has media related to Listening stations. ^ Flicke, Wilhelm (1978). "The Beginnings of Radio Intercept in World War 1: A brief history by a German intelligence officer" (PDF). NSA Cryptologic Spectrum: 20-27. ^ Y-stations in World War I ^ a b Walsh, Alistair (3 November 2018). "Berlin's Teufelsberg listening station to be historical monument"
Deutsche Welle. Berlin. Retrieved 16 January 2021. ^ a b c "Teufelsberg; Field Station Berlin: NSA spy station on buried Nazi college". Abandoned Berlin. Berlin. 23 April 2020. Retrieved 16 January 2021. ^ Westphal, Dirk (12 January 2014). "Die Abhörstation; An der Mittelstraße Unterhielt die Stasi einen Horchposten, von dem aus sie die Botschaft der
USA überwachte. Nun wird dort Kunst inszeniert" [The listening station; The Stasi maintained a listening post on Mittelstrasse, from which they monitored the US Embassy. Now art is being staged there.] (PDF). Welt am Sonntag (in German). No. 2. Berlin. Retrieved 17 December 2020. ^ Norton-Taylor, Richard (1 March 2012). "Menwith Hill
November 2013. Retrieved 11 February 2021. ^ Beaumont, Peter (20 December 2019). "Cyprus police arrest three in Israeli-owned 'spy van' investigation". The Guardian. London. Retrieved from "Some teachers think that listening centers are just for kindergarten, first, and second graders; however, the older kids love
listening centers too! Students of all ages benefit tremendously from listening to texts being read aloud. This post shares information about listening centers in your classroom. You'll get the listening center ideas you need to implement your very own system. Read below to scoop up tons of listening
center ideas! A listening center can take many forms, but they all involve students listening to a story being read to them while they follow along with the book in front of them. You can use iPads, iPods, MP3 players, desktop computers, laptops, cd players, and even cassette players. Listening center can take many forms, but they all involve students listening stations, The purpose
setting up a listening center is to identify what technology you are going to use for your listening center. Some examples are desktop computers, and cassette players. As part of this process, think about if the devices will need batteries, chargers, or to be plugged into an outlet
pair as part of their supply list for the beginning of the school year. Next, consider what text formats you are going to offer in your listening center. You will need to determine if students will view the texts on technology devices or as hard copies. It's best for each child to have their own copy of the book, but you can decide if having a digital copy or hard
copy is best for you and your classroom. If you are opting to stick to a digital copy, how will students access these? Some popular examples are using iPads and QR codes, RAZ kids on a laptop, and www.Tumblebooks.com on a desktop computer. The second step of the process of setting up a listening center in your classroom is to choose a location. Will
relying on wireless internet access in order for your listening center to work, then it's important to do some test-runs before settling on a location. The second factor I mentioned was outlets. If the technology devices you are using for your listening center require outlets, then be sure to take this into consideration when selecting a location. You won't
want wires extending across the room as it's a safety issue. Finally, you'll want to make sure you are able to see the students working in your listening center from your small group table. This will significantly reduce off-task behavior. Now that you know what technology and supplies you have and where in the room your listening center will be, it's time
to establish some organization systems. How will you organize the materials? How will you organize the materials? How will you store them? Some popular storage solutions are baskets, bins, shelves, and Ziploc bags and then putting those bags into a tub. The next step for setting
up your listening center is to take time to think about classroom management. For any task that students are on-task and learning. For example, one way to hold students accountable while they are working at the listening center is to incorporate a simple follow up
activity for students to complete and turn in when they are done using the listening center. Another strategy for proactively managing student behavior is leading a class brainstorm about what the expectations should be for working in the listening center. Document the ideas on an anchor chart, transfer it over to a smaller poster, and post it in the area
where the listening center is. Taking the time to brainstorm all of the hiccups that could happen and coming up with ways you can either prevent them from happening or manage them as they arise is worth the time investment. Also as part of this step, write down the procedures and routines for how students will complete the listening center. It may be
helpful to act out each of the steps students need to do to ensure you capture each step. Being very specific will help you better communicate the steps to your students. As you go through this process, brainstorm ways to make it easier for students so you can maximize students need to do to ensure you capture each steps to your students. As you go through this process, brainstorm ways to make it easier for students and the steps to your students.
use a green dot for play, a red dot for stop and a yellow dot with an arrow drawn on it for rewind. The simpler, the better! The fifth step is to brainstorm ways to bulk up your listening center collection. Below are some ideas for how you can do it! Share with other teachers. Grab QR codes on Teachers Pay Teachers for your iPad. Some are even free!
Borrow them from the school or public library. Get them free from Scholastic. Ask parent volunteers to make them for you. This is a great job for parents who work and can't volunteer in the classroom. They simply need to record themselves reading the book with a turn signal at the end of the page. With computer technology they could do this in digital
form or you can have them kick it old school with a tape recorder and a bell. Ask for donations! Families may have old discman's tucked away in their basement or unused batteries laying around they would be happy to donate. Checkout local yard sales, online marketplaces, etc.. Get ahead by prepping the materials for at least one month ahead. This will
prevent you from having to scramble each week to find what you need. Create a cozy spot in the location you chose for your listening center in your classroom! The last step is to introduce the space to
your students and explicitly teach the expectations, procedures, and routines. Provide lots of opportunities for students to practice and provide feedback as needed. If you want to get more book ideas to read aloud to your elementary students, then grab this reading freebie for 1st, 2nd, 3rd, 4th, and 5th grade classroom teachers. It includes: seasonal read
aloud books lists for teachers printable reading logs to track students' reading monthly reading challenges to motivate students to read more It will have you covered for the entire school year, as well as the summer months! Grab this free elementary reading packet now! In closing, we hope you found these listening center ideas for your elementary
classroom helpful! If you did, then you may also be interested in these posts: Listening Station: A facility or site equipped for monitoring or intercepting audio signals or communications. A designated area or configuration in a setting (such as a classroom or a public space) meant for listening to audio materials, such as lectures, music, or language
learning. Etymology: The term "listening" derives from the Old English listian, meaning "to heed" or "to hear." The word "station" comes from Latin statio, meaning "a standing, halting," which metaphorically implies a place or setup specifically intended for the act
of listening. Literal and Figurative Uses: Literal Use: Refers to physical locations or setups designed to facilitate listening for specific purposes (e.g., monitoring communications). Example: Military intelligence uses listening stations to intercept enemy communications. Figurative Uses: Literal Use: Refers to physical locations or setups designed to facilitate listening for specific purposes (e.g., monitoring communications).
or context where one must stay alert and receptive to information. Example: In a brainstorming session, everyone should act like a listening station for feedback" - a structured area for collecting thoughts on a presentation. "Always at the listening station" - phrasing
emphasizing attentiveness in communications. Contextual Usage & Example Sentences: Formal: "The government established new listening station at home with my vinyl records for some relaxing evenings." Technical: "The satellite listening station is capable of
receiving signals from distant space missions." Educational: "In the language lab, students use listening station, I can now enjoy music without distractions." Usage in Different Contexts: Daily Conversations: People may refer to a "listening station" when
personal experiences with technology or multimedia setups. Synonyms & Antonyms: Synonyms & Antonyms & Antony
short 'i' sound, "ten" sounds like "tin" with a schwa 'e' before 'n.' station: /'stensom/ where "sta" rhymes with "day," followed by a schwa 'e' sound before 'shun.' This term captures a specific blend of meaning, illustrating both tangible and abstract references to attention and observation in a listening context. Share — copy and redistribute the material in
any medium or format for any purpose, even commercially. Adapt — remix, transform, and build upon the material for any purpose, even commercially. The license terms as long as you follow the license terms. Attribution — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You
may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally
restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your all of the permissions necessary for your intended use. For example, other
rights such as publicity, privacy, or moral rights may limit how you use the material. Listening to reading: does it really matter? How can you set up listening centers for your students to work independently, are simple to maintain, and are affordable? Today, I'm going to share some simple but highly effective ways to set up.
organize, and maintain listening to reading centers in your classroom. I know that these ideas work because I've used them in my own classroom with my first and second grade students! I want to thank Steps to Literacy for sponsoring this post. I received compensation for this post, but all opinions, ideas, and thoughts are mine. I only share about
resources, products, and companies that I use and believe in and I believe will be beneficial to you as well! Why Listening to reading Is So Important I'm often asked if listening to reading is really that important I'm often asked if listening to reading Is So Important I'm often asked if listening to Reading Is So Important I'm often asked if listening to reading Is So Important I'm often asked if listening to reading Is So Important I'm often asked if listening to reading Is So Important I'm often asked if listening to reading Is So Important I'm often asked If listening to reading Is So Important I'm often asked If listening Is So Important I'm often asked Is In It Is It 
short answer? Absolutely! Here's why. Listening to fluents to develop reading fluency, expression, and comprehension skills. That's why, as teachers, we always stress the important for our students to listen
to a fluent reader while closely following along with the text. It can help with tracking text, and expression. It takes the pressure off of decoding, and allows students to focus on comprehension instead of getting stuck on words they don't know. In my mind, I think of listening to reading as learning to ride a bike with training wheels. It allows the reader to
focus on the parts of reading that normally come after learning to decode. It allows students to feel successful, which builds confidence and leads to stronger readers who are already master decoders and fluent readers can benefit from listening to the
expression and dramatic reading. It also allows them to delve deeper into developing their comprehension skills. And lastly, it's fun! If there's something we can do for our students to help them enjoy reading, than, in my opinion, it is incredibly important. Listening Centers: Everything You Need to Know CD Players for Listening Centers I've found using
personal CD players to be the simplest and most cost effective way to build listening centers. Here are a few reasons why. 1. It's important for students to have a book in their hand. There are a few websites that allow students to listen to reading, but they're reading on a screen. Especially in primary grades, I think it's really important for students to
have a physical book in their hand. Using a book and CD player also takes away any possible distractions on the computer. You also don't have to worry about Wi-Fi going down or blocked websites. 2. They're super affordable... maybe even free! I've only ever purchased 2 CD players for my listening centers. The rest were free! Ask family and friends if they
have any CD players laying around. Chances are a few people you know will have some that they're not using. I've also found them very cheap at thrift stores and yard sales. Since most people don't use them anymore, they're not using. I've also found them very cheap at thrift stores and yard sales. Since most people don't use them anymore, they're often happy to get rid of them for free! If you do need to purchase some, you can often find a very basic portable CD player online
between $10-$15. 3. They're easy to use. Students really only need to know how to play, stop, and adjust the volume on the CD players. Put a green sticker on the play button, a red button on the stop button, and show students how to adjust the volume. That's it! They're set! Where to Find High Quality Books on CD In my first year of teaching, I wanted to
set up a listening center, but I lacked the knowledge and resources, so I took some books I already had, an old cassette player, and attempted to record myself reading the stories. The result was... interesting. Oh, how I wish I knew about Steps for Literacy back then! If you've never heard of Steps to Literacy, they are an amazing, family founded company
who truly care about the impact they have on schools, teachers, and students. Their mission is to partner with educators to ignite a passion for reading by providing accessible and exciting books that allow students to explore the work, cultures, and themselves! In partnering with them as I wrote this blog post, I've been blown away with their desire and
passion to help educators and students. Steps to Literacy Curation Specialists Once of the most unique things about Steps to Literacy is their fantastic team of Curation Specialists are all former educators who have professional experience in the
field and have a passion for reading. They use their knowledge, experience, and expertise to create libraries and custom book bundles based on curriculum, reading levels, genre, standards, and dozens of other customizable options. If you are interested in having the Curation Specialists build a library for your classroom or school, you can simple fill out
this short, simple form and they'll reach out to you shortly. Building a Listening Library with Steps to Literacy Steps to Literacy is a fantastic resource for curating any part of your classroom library, but I am particularly in love with their read along book and CD sets. They have a variety of classic and newer titles, single books, and sets all for a very
affordable cost! While perusing the website, some favorite titles that jumped out at me were Biscuit, Amelia Bedelia, Clifford, Frog and Toad, Henry and Mudge, Curious George, Fancy Nancy, and many popular fairy tales and folk tales! I also love that the guided reading levels are listed right on the website. This makes selecting a range of texts very
simple! The Curation Specialists hand selected a variety of titles for me, and I'm in love with each of them! Author's Tooth (which is read BY Marc Brown!), The Ants Go Marching, Danny and the Dinosaur, Come Back, Amelia Bedelia, and Five Little Ducks. Listening Center Organization Now that you have your read along books from Steps to Literacy and
your CD players, let's talk about set up! As always, my motto is keep it simple! How many actual listening centers you have materials you have available. In the past, I've typically had three centers available for classes with 20-25 students. If you have materials to have
more, that's fantastic! However, don't let a lack of materials hold you back from launching listening centers available now, that's okay. Start with what you have and build your supply of materials over time. Listening Center Storage My goal is always to set up my classroom so students can work
independently, so I store my listening centers in these sturdy, colorful bins from Steps for Literacy. I love that they come in brigh is large enough to fit all of my students' listening to reading supplies as well as large picture books. These bins don't tip over like other bins. They're also extremely sturdy and strong, and, of course, I love that they come in brigh
colors! They also stack neatly for easy storage over the summer. What's in the Listening Center Bins I keep the listening to reading procedure simple. Students simply choose a bin, find a spot, and start reading with their CD! Each bin includes the book and CD player with the CD already in the player. It also holds headphones and a recording sheet to
complete after they finish listening to the book. If I don't have enough personal CD players, the bin will include headphones only. Students know that that means they need to go to one of the big CD player listen stations. They sit down, plug their headphones in, and then listen to their book. Book Selection I often hear that part of the struggle with
listening to reading is that students take forever to select books. Students might also leave the books in disarray. This is why I've always selected the books for each bin myself. My students can pick the books in the CD player ahead of time. This means students simply take their bin
find a spot, and press play! They still get the change to choose from the books I've already picked, but it limits their choices so they spend more time reading. I change out the listening books every 2-3 weeks. I don't have enough books that we never repeat, but that's okay! It never hurts to listen to a book again. Troubleshooting Listening Center Issues As
with all centers, the key to success is modeling and practicing appropriate behaviors. Do this until students know exactly what to do. There are always times throughout the year when students need to be reminded what our listening center expectations are. However, I've found taking a nice chunk of time in the beginning of the year and setting up simple what our listening center expectations are.
routines prevents many issues. Additionally, displaying expectations is super helpful as well. I also recommend discussing what to do if there are issues before they happen so student are prepare. Here are some common issues and how students can handle them so they didn't need to interrupt small group. 1. Tangled headphones- I taught my 2nd graders are some common issues and how students can handle them so they didn't need to interrupt small group. 1. Tangled headphones- I taught my 2nd graders are some common issues and how students can handle them so they didn't need to interrupt small group. 1. Tangled headphones- I taught my 2nd graders are some common issues and how students can handle them so they didn't need to interrupt small group. 1. Tangled headphones- I taught my 2nd graders are some common issues and how students are some common issues are some common issues and how students are some common issues are some common issues and how students are some common issues are some common issues.
to wrap the cord around the headphones neatly, but, of course there were times they got tangled. If they could try to untangle them for 1-2 minutes. At that point, if they still couldn't, they just read to self. 2. Can't hear anything- I taught my
students how to adjust the volume. However, if they still couldn't hear anything and adjusting the volume wasn't working, they would read to self. 4. Finished early- If students listened to the book, completed their recording sheet,
and there was still time left, they could listen again. If they've already listen again, they can grab their read to self! Accountability Teachers often tell me that students aren't following along with the book. This is why I include recording sheet after they
finish listening. They also knew that I would check it. I include duplicates of the same recording sheet in each bin. It also allows me to reuse books while focusing on different
skills! If students completed a problem and solution recording sheet for Arthur's Tooth a few months ago, that's fine. I can still reuse that book and use a character profile recording sheet this time. You can download these 10 recording sheet and the listening center rules sign by clicking the picture above. If you are looking to start or refresh a listening
School Favorites White Board Tips Tactile Letters Christmas Crafts Small Group Organization STEM Tools Brain Breaks Calm Down Kit Ideas You can join my FREE Facebook Club for k-2 teachers here! AND BE SURE TO SIGN UP FOR MY NEWSLETTER FOR MORE TIPS, TRICKS, IDEAS AND FREEBIES! Find me
on Instagram, Facebook, Twitter, and Pinterest! Jasmine's eyes light up as she hears her mother's voice read a book in Arabic Colors, Shapes, &
Numbers, by Asma Wahab. "That's Jasmine's mommy reading to us," squeaks Grace, one of the children crowded around the book. "It is! We can listen to your grandma read next, Grace," says Ms. Bloom. Jasmine's class is one of seven at the Rainbow Center in east-central Indiana that is taking advantage of new listening centers. Thanks to a 14-week
partnership with Ball State University's Early Childhood, Youth, and Family Studies Department, children at the Rainbow Center can now hear books and other texts have the potential to reflect identities, experiences, and communities (Bishop 1990). When they
do, they can appeal to readers of all ages and prompt literacy enjoyment and growth. However, inequities exist in who is represented in these books and how they are portrayed. This disparity extends to the materials and learning centers found in early childhood classrooms. We set out to address this challenge. In the fall of 2019, one class of 21 early
childhood teacher candidates (with us, their teacher educators) partnered with 14 early childhood teachers at Rainbow Center to design and implement community responsive listening centers. The goal of this partnership was twofold: to offer a unique learning experience to future and current educators, and to support the center's efforts to enhance its entire teacher educators.
literacy and language resources to be responsive to the children and families it serves. Together, we created listening centers that aimed to achieve responsiveness through practices and materials supported by emergent literacy theories and current research. Located in a rural setting near our university, Rainbow Center serves approximately 100
children from six weeks to age 5 in seven classrooms. Four languages are spoken at the center: English, Spanish, Arabic, and Mandarin. There are two preschool rooms (children ages 1 to 3 years). Each room has two teachers and a varying number of
children, depending on the mandated child-adult ratio. As part of our partnership, three teacher candidates were assigned to each classroom; they were intentionally paired with classroom teachers to design and implement a listening center specific and unique to that classroom of children. Their planning, practices, and reflections were guided by a single by a sing
            "How can early childhood teachers create listening centers that are community responsive and that foster early literacy development?" Community Responsive Early childhood programs have been goals of the early childhood field for decades
(NAEYC 1995, 2019; Derman-Sparks & Edwards with Goins 2020). This work includes tailoring learning experiences to the children in a classroom or program so that their funds of knowledge (Moll et al. 1992) and identities are affirmed. Building upon the ideas of being culturally relevant (Ladson-Billings 1995), culturally responsive (Gay 2000), and
culturally sustaining (Paris 2012; Paris & Alim 2017), we refer to this work as being community responsive (Duncan-Andrade 2016). To be community responsive, educators must engage with and take into account the cultural demographics of their particular locales. When children have access to culturally relevant literature, academic achievement
significantly increases (Clark 2017). However, the landscape of children's literature remains remarkably resistant to change. While demographic data show a "majority-minority" student population wherein Latino/a, Black, Indigenous, and Asian children surpass the number of White children in America's public schools (NCES 2015), children's literature
remains overwhelmingly White (SLJ 2019). Pre- and in-service teachers must be prepared to offer instruction and learning experiences that are relevant to the lives of all children. This is especially true for instruction and learning experiences that are relevant to the lives of all children. This is especially true for instruction and learning experiences that are relevant to the lives of all children. This is especially true for instruction that affirms previously ignored or denied identities and existences (NBPTS 2002; NAEYC 2019, 2020). Early childhood educators can offer
 inclusive language and materials that actively represent all children and families while simultaneously fostering the critical thinking and early literacy skills, including oral language development (Paris 2005; NAEYC 2009;
Dickinson, Nesbit, & Hofer 2019). Explicit instruction in early literacy and language areas such as phonological awareness, fluency, vocabulary, and listening comprehension is necessary for literacy learning and success (Teale, Whittingham, & Hoffman 2018). The field has consistently recognized that enacting engaging, well-conceived listening centers in the field has consistently recognized that enacting engaging, well-conceived listening centers in the field has consistently recognized that enacting engaging, well-conceived listening centers in the field has consistently recognized that enacting engaging, well-conceived listening centers in the field has consistently recognized that enacting engaging, well-conceived listening centers in the field has consistently recognized that enacting engaging, well-conceived listening centers in the field has consistently recognized that enacting engaging is the field has consistently recognized that enacting engaging is the field has consistently recognized that enacting engaging is the field has consistently recognized that enacting engaging is the field has consistently recognized that enacting engaging is the field has consistently recognized that enacting engaging is the field has consistently recognized that enacting engaging is the field has consistently recognized that engaging is the field has consistently recognized
an effective way to promote these early literacy skills with young children (Schickedanz & Collins 2013; Fisher & Frey 2019). Listening centers are physical areas (or stations) in classrooms. They are designed to help children work collaboratively (in large or small groups) as they listen to oral stories, songs, rhymes, or books through technological means
and then engage with what they listened to through exploring, discussing, or creating with others. Sometimes, children look at a written text that matches what they engage solely through listening Community Responsive Listening Centers: One Program's Journey The
children at Rainbow Center have a variety of interests, strengths, needs, and characteristics. Because of this and the number of languages spoken, each listening center have a variety of interests, strengths, needs, and characteristics. Because of this and the number of languages spoken, each listening center have a variety of interests, strengths, needs, and characteristics. Because of this and the number of languages spoken, each listening center have a variety of interests, strengths, needs, and characteristics.
occur in early education settings (Gilliam et al. 2016). To ensure this occurred, our teacher candidates embarked on a study of community engag
                                                                                                                                                                              ement and culturally responsive and sustaining practices before they were paired with Rainbow Center teachers. They also undertook a systematic analysis of power and privilege and considered how each o
these factors shapes educational experiences and outcomes. Once paired, Rainbow Center's classroom teacher candidates about what they would ultimately like to see in a listening center. They shared current and ideal literacy resources in the classroom; they gathered information to learn more about children's interests,
current knowledge, and prior experiences; and finally, they thought through how to design each listening center to best utilize classrooms. Families excitedly shared about their children, what they (the adults) would like to see in a new
listening center, and how they would best like to be involved. Besides interviewing families at drop-off and pick-up times, informational fliers and questionnaires were sent home with children to encourage families to offer additional ideas. Designing the Listening Centers Each classroom team first assessed the strengths and gaps in their current
classroom materials. They then began planning the design and content of their listening centers of this partnership, we (the authors) asked the teams to consider several factors, including children's interests effective
literacy practices effective community responsive practices. We wanted the centers to be inviting spaces for children. We also requested that they offer a wealth of materials, including oral stories, songs, rhymes, and both digital and print books. The latter needed to include board books, interactive books, and wordless books, all from a variety of genres.
Acquiring Funding Because listening centers require materials and resources, we (the authors) applied for and obtained a grant through the university. This grant allowed each room to buy a 12-inch tablet, $400 in furniture (tables, rugs, and storage), $100 in interactive materials (scarves, puppets, felt boards, and balls), $100 in technology supports
(tablet stands, tablet covers), and $400 in books. While the funding was useful and exciting to all participants, listening centers can be created with fewer resources. All that is really needed is a recording device, the public library, and community connections. With their budget in mind, each team developed a plan for the physical layout, technological
needs, and interactive materials needed for their listening center. Although every team had to consider where to place their centers, what furniture they needed, and what technology and interactive materials best fit the needs of the children, each classroom required a different plan. For example, a toddler room may be better served by a sound system,
circle rug, and scarves and balls to encourage movement; meanwhile, a classroom of 4-year-olds may be better served with a sound system, large tablet for interactive storybooks and oral storytelling, and a child-sized circular table and chairs for increased engagement and collaboration. When all their planning was complete, each teaching team drew a
blueprint of their classroom's listening center and compiled a list of materials to buy. However, the most important item could not be bought. For the voices that would narrate our books, we turned to the community. Finding Storytellers To incorporate effective literacy practices and ensure community responsiveness, listening center content must be
inclusive and unique to each classroom. Before purchasing reading material, our teams of teacher candidates and classroom teachers compiled lists of potential books using well-established and respected lists of potential books using well-established and respected lists of potential books for Young
People Honour List, and the Social Justice Books Booklists. Books were evaluated using several criteria, including the extent to which the experiences of others the
extent to which books were written in "own voices" Teams then searched for and acquired access to developmentally appropriate, high-interest, and community-relevant materials for each listening center. (For instance, because the barbershop was a central meeting place in this community, teachers intentionally selected Crown: An Ode to the Fresh Cut,
by Derrick Barnes.) Yet as they searched through book and song recordings available were read, talked, or sung by people who did not look or sound like the children and families of Rainbow Center. Given what we know about the lack of representation of
diverse social identities in children's books, this "finding" was expected. Rather than rely on these existing materials, we decided to ask families and community members to record the listening center content on our tablets. Learning occurs in many settings, including in homes and communities. Particularly now, as we reemerge from the COVID-19
pandemic, listening centers can embrace and showcase the learning that occurred at home, while many early learning programs were closed. In this way, educators can connect to families, and other adults cannot physically enter classrooms,
teachers must be creative in connecting home and school life. Community responsive listening centers are a great way to bring families and community members into classrooms safely: Ask families and community members into classrooms safely: Ask families are a great way to bring families and community members into classrooms safely: Ask families are a great way to bring families and community members into classrooms safely: Ask families are a great way to bring families are a gre
book their child borrowed from the classroom library. Send a tablet home and ask families to make recordings, then return the tablet. Children can hear, sing, and read along with the important adults in their lives while still being safe during a pandemic or other challenging time. To attract community interest and involvement, Rainbow Center sets up an
open house at the adjacent elementary school. Teacher candidates and classroom teachers transform the library into a book display and recording studio. As people mill about, one of the teacher candidates approaches an adult she does not know. "Hi!" she says. "We are creating listening centers for all the classrooms at the Rainbow Center next door.
Would you like to read a book or tell a story? I'll record it on the tablet, and then the children will get to hear it read to them as they look at the books, a small smile on her face. "I can read any of these, and the kids will get to hear my voice reading?" She picks up I Love My Hair, by Natasha Tarpley. "You have
my favorite book." She then turns to her elementary school-age children, who are browsing the tables full of books. "They can read too," she says, thereby extending Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center, the local community members of all ages. Teacher candidates held "recording sessions" at Rainbow Center candidates held the local community members of all ages. Teacher candidates held 
Community members selected books from a diverse collection of high-quality children's texts to read and record (see Books Chosen for Listening Centers below for a sampling), or they brought a favorite book to read. Some also generously and spontaneously shared oral histories of the neighborhood and sang songs. The listening centers were now filled
with meaningful content shared through the voices of family and community members rather than people with whom the children had no connection. Launching the Center's toddler teachers, waves a bright blue scarf high in the air as Ms. Cassidy (a teacher candidate) points to the blue gondola car in Freight Train/Tren
de Cargo, by Donald Crews. Narrated by Iuliana's dad, the book plays on the tablet in both English and Spanish while Iuliana and three of her classmates wave their own blue scarves vigorously. As Juliana's father's voice introduces the purple box car, Ms. Cassidy turns the page. Ms. Dean quickly puts down the blue scarf to pick up the purple one,
swishing it around to create big loopy circles in the air. Juliana and the other toddlers immediately scurry to find their own purple scarves on the floor and attempt their own purple scarves on the floor and attempt their own purple scarves on the floor as she
finds scarves to match the train cars in the book. Too often, educators may believe that families and communities are not interested in engaging in literacy practices or that it will be too difficult to tailor classroom experiences to the cultures and community
members like Juliana's dad were thrilled to be involved—especially when treated as partners who can significantly and meaningfully participate in children's learning. (See How to Create a Community Responsive Listening Center above.) It took about 14 weeks from idea to inception for the children at Rainbow Center to begin using their listening
centers. Once they became part of the classroom, centers were predominately used with an adult to coincide with each classroom's curriculum themes, schedules, and student requests. At the end of the project, families and community members were invited to browse through the listening centers during an open house, where the teaching teams
showcased their centers and offered opportunities for families are experts in their children. Listening Centers as a Community Reflection So often, we may forget that families are experts in their community as an asset to
children's development and learning. The listening centers they created were uniquely reflective of the children in a particular classroom families and the larger community while effectively applying emergent literacy theories and research-based literacy practices. Early literacy has everything to do with
linking school and culture together in meaningful ways. Teacher candidates and classroom teachers came to understand the political nature of early literacy, taking seriously the potential and real harm done to children when literacy practices—and schooling more broadly—attempt to separate children's funds of knowledge and cultural wealth from their
learning (Freire 1970, 1985, 2000; Moll et al. 1992; Yosso 2005). As one of the teacher candidates participating in this partnership said: "Early literacy has everything to do with linking school and culture together in meaningful ways. We wanted there to be a space where the children could hear their community represented inside the classroom as well as
the different cultures within their families." To promote genuine literacy learning experiences, educators need to be knowledgeable of and responsive to the strengths, interests, values, and home environments. In practice, this means that educators must
affirm, introduce, value, and reinforce multiple forms of literacy and refrain from normalizing only dominant ways of knowing (Kirkland 2013; Paris & Alim 2017). It also means that educators need to dig into the community and work to build authentic and deep relationships with families. "I'm learning a lot about what being a community responsive
teacher means," a teacher candidate said. "It is an ongoing process that needs constant attention and adjusting. All of these ideas and philosophies and strategies need to be something I do and enact in my day-to-day life and in the classroom." When
evaluating books for inclusion in a listening center, it is important to ask three key questions: Does this book reflect the children in my class and the surrounding community? The teaching teams at Rainbow
Center selected over 90 books for their listening centers. Here are some that may help you start your own list. Baby Goes to Market, by Atinuke (2017). Set in a busy Nigerian marketplace, this beautiful book offers rhythmic language, humor, and an introduction to numbers. Love Makes a Family, by Sophie Beer (2018). By showing simple, joyful activities
done by many different kinds of families, this inclusive book demonstrates that the most important part of a family is the love they share. Little You, by Richard Van Camp and illus. by Julie Flett (2013). An enchanting book that can be read or sung to the smallest children, this heartfelt text won the 2016 American Indian Library Association Award for Best
Picture Book. What Is Light, by Markette Sheppard and illus. by Cathy Ann Johnson (2018). A lyrical book that emphasizes the salient moments and simple pleasures in children's lives, this text reveals all types of light in the world. Holi Colors, by Rina Singh (2018). In this board book of bright photographs and playful rhymes, Holi (the Hindu celebration)
is featured as a magnificently fun way for children to explore colors. Photographs © Getty Images; courtesy of the authors Copyright © 2021 by the National Association for the Education of Young Children. See Permissions and Reprints online at NAEYC.org/resources/permissions. References Clark, K. 2017. "Investigating the Effects of Culturally
Relevant Texts on African American Struggling Readers' Progress." Teachers College Record 119: 1-30. Derman-Sparks, L., & J.O. Edwards, with C. Goins. 2010. Anti-Bias Education for Young Children and Ourselves. Washington, DC: NAEYC. Dickinson, D.K., K.T. Nesbitt, & K.G. Hofer. 2019. "Effects of Language on Initial Reading: Direct and Indirect
Associations Between Code and Language from Preschool to First Grade." Early Childhood Research Quarterly 49: 122-137. Duncan-Andrade, J. "All Together Now: Academic Rigor and Culturally Responsive Pedagogy." YouTube video, 1:21:48. Teach for American Events. February 11, 2016. Fisher, D., & N. Frey. 2019. "Listening Stations in Content Area
Learning." The Reading Teacher 72 (6): 769-73. Freire, P. 1970/2000. Pedagogy of the Oppressed. 30th anniversary edition. New York & London: Bloomsbury Press. Freire, P. 1985. "Reading the World and Reading the World and
York: Teachers College Press. Gilliam, W., A. Maupin, C. Reyes, M. Accavitti, & F. Shic. 2016. Do Early Educators' Implicit Biases Regarding Sex and Race Relate to Behavior Expectations and Recommendations of Preschool Expulsions and Recommendations and Recommendations of Preschool Expulsions and Recommendations and Recommendations of Preschool Expulsions and Recommendations and Reco
Literacy of Young Black Men. New York: Teachers College Press. Ladson-Billings, G. 1995. "Toward a Theory of Culturally Relevant Pedagogy." American Educational Research Journal 32 (3): 465-491. Moll, L.C., C. Amanti, D. Neff, & N. González. 1992. "Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms."
Theory into Practice 31 (2): 132-41. NAEYC (National Association for the Education of Young Children). 1995. "Responding to Linguistic and Cultural Diversity: Recommendations for Effective Early Childhood Education." Position statement. Washington, DC: NAEYC. ——. 2009. "Developmentally Appropriate Practice in Early Childhood Programs
Serving Children Birth through Age 8." Position statement. Washington, DC: NAEYC. ——. 2019. "Advancing Equity in Early Childhood Education." Position statement. Washington, DC: NAEYC. National Board for Professional Teaching Standards. 2002.
What Teachers Know and Should be Able To Do. Arlington, VA: NBPTS. National Center for Education Statistics. 2020. "Recinterpreting the Development of Reading Skills." Reading Research Quarterly 402 (2): 184-202. Paris, D. 2012. "Culturally Sustaining Pedagogy: A
Needed Change in Stance, Terminology and Practice." Educational Researcher 41 (3): 93-97. Paris, D., & S. Alim, eds. 2017. Culturally Sustaining Pedagogies: Teaching and Learning for Justice in a Changing World. New York: Teachers College Press. Schickedanz, J.A., & M.F. Collins. 2013. So Much More than the ABCs: The Early Phases of Reading and
```

Writing. Washington, DC: NAEYC . School Library Journal. n.d. "An Updated Look at Diversity in Children's Books." Accessed June 19, 2019. . Sims Bishop, R. 1990. "Mirrors, Windows, and Sliding Glass Doors. Perspectives: Choosing and Using Books for the Classroom 6 (3): ix-xi. Teale, W.H., C.E. Whittingham, & E.B. Hoffman. 2018. "Early Literacy Research, 2006-2015: A Decade of Measured Progress." Journal of Early Childhood Literacy 20 (2): 169-222. Yosso, T. 2005. "Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth." Race, Ethnicity, and Education 8 (1): 69-91. Facility to monitor radio and microwave signals to gather information and intelligence "Listening post" redirects here. For the Al Jazeera English programme, see The Listening station to intercept wireless telegraphy (French: télégraphie sans fil T.S.F.) 1914 British radio listening station from the Second World War, equipped with the National HRO shortwave radio receivers The radomes of

listening station RAF Menwith Hill, England, often referred to as "golf balls", protect the parabolic antennas from the weather. On the right radome, which was not yet completely finished in June 2008, part of the parabolic antennas from the weather. On the right radome, which was not yet completely finished in June 2008, part of the parabolic dish can still be seen. Partial view of the US listening station site at Teufelsberg, Berlin, Germany; Field Station Berlin, 1974 Receiving station of the Onyx interception system in Zimmerwald (Canton of Bern), Switzerland A radio listening post, radio intercept station or wireless intercept station or wireless intercept station for wireless in intelligence SIGINT) by "intercepting" radio transmitter communications. In contrast to the original eavesdropping on an acoustic speech conversation, radio eavesdropping stations are used to eavesdropping on the information transmitted wirelessly using radio technology. For this purpose, highly sensitive radio receivers and suitable receiving antennas are used (see images). After Heinrich Hertz (1857-1894) succeeded in 1886 as the first to generate electromagnetic waves in the ultra-short wave range, and Guglielmo Marconi (1874-1937) around 1900 was able to increase the range of his radio transmissions to hundreds of kilometers, thus radiotelegraphy technology was used in the First World War (1914-1918), for example: within the German Imperial Army, the Imperial Russian Army (with fatal consequences in the Battle of Tannenberg due to intercepted Russian radiogram traffic by Germany and Austria),[1] and in aeronautical radio communication. Conversely, France was already using the Eiffel Tower, which was closed to the public during the first year of the War, as a radio listening station to intercept wireless telegraphy (see image). There, in addition to other French listening stations, encrypted wireless telegraphy messages from the German western front were intercepted, the message content of which would later be deciphered, notably by Frenchman Georges Painvin. This includes the socalled Radiogram of Victory (Radiogramme de la Victoire); the ADFGVX-telegram cipher used by the German Imperial Army. In the interwar period between the end of World War I and the beginning of World War II, radio technology had developed considerably and was now used extensively by all warring parties. Detection and evaluation of radio transmissions had become all the more important and were operated by all sides. The encrypted German communications (Enigma, Lorenz, etc.), which were intercepted by British radio listening stations (GCWS), or Y-stations for short which had initially been established during World War I,[2] and the Admiralty Civilian Shore Wireless Service (ACSWS), were used by the British for this purpose, in Great Britain and elsewhere. German Intercept Station Operations during World War II were comparable, albeit less effective, in the form of the General der Nachrichtenaufklärung (General Intelligence Service) of the German Army and the B-Dienst (observation service) of the Kriegsmarine (German Navy). With the approach of the Iron Curtain, especially in the divided Allied-occupied Germany. Up until 1989, for example, there were two powerful monitoring systems on the summit of the Brocken, which lies directly on the former inner German border. One belonged to the Soviet union, the other was subordinate to the main Department III (radio reconnaissance, radio defense) of the Ministry for State Security (Stasi) of the German Democratic Republic (GDR). The stations had the code names "Yenisei" and "Urian", the latter colloquially known as the "Stasi mosque" (Stasi-Mosche). After 1989, a much larger listening complex was planned on the Brocken summit, which was no longer implemented due to the fall of the Berlin Wall and the peaceful revolution in the German Democratic Republic. During the Cold War period, the United States Army Security Agency built an airspace surveillance and listening station on the man-made hill called Teufelsberg, located in the former West Berlin region of West Germany, to listen to Soviet, East German and other Warsaw Pact nations' military radio communications traffic.[3][4] The listening station named Field Station Berlin (also known as USM 620 Kilo) was mainly operated by the US National Security Agency (NSA) and served as part of the worldwide surveillance network ECHELON.[4] The installation was also shared with the British Army 26th Signal Battalion and 13th Signal Regiment since it was located in the British occupation zone. During the German reunification process in 1989 and 1990, the facility's electronic equipment was removed and the amassed classified information archives destroyed as it had become redundant with the end of the Cold War. In 1991 the US and British withdrew from Teufelsberg, and the Senate of Berlin sold the 4.7-hectare (12-acre) area of the listening station for 5.2 million Deutsch Mark to a private investor consortium.[3][4] A so-called "listening station" in the corner building on Mittelstrasse/Neustädtische Kirchstrasse in Berlin centre (Mitte-district), was believed to have been used between 1977 and 1989 by the East German Ministry for State Security (Stasi) to listen to the American embassy on the opposite side of the street.[5] The superpowers and their allies in particular still operate a wide-ranging network of eavesdropping listening stations around the world. One of the most famous is ECHELON, which is operated by the intelligence agencies of the United States, United Kingdom, Canada, Australia, and New Zealand. Another is the Swiss Onyx interception system, and Frenchelon used by France. Stationary radio listening stations in Germany are, for example, the Federal Intelligence Service (BND) outposts located in Bad Aibling and Gablingen; both are former US listening stations built during the Cold War in Allied-occupied Germany and are now operated by the German Federal Intelligence Service (BND). In England, RAF Menwith Hill should be mentioned, [6] including BBC Monitoring at Crowsley Park and Government Communications, such as specially adapted radio intercept road vehicles and mobile field tent stations, [7][8][9] reconnaissance ships or special reconnaissance aircraft for telecommunication reconnaissance. [7] Wilhelm Flicke: The Beginnings of Radio Intercept in World War I. www.nsa.gov (PDF) Michael E. Bigelow: A Short History of Army Intelligence fas.org (PDF) David Kahn: The Naval Intercept Station at Bainbridge Island, Washington. Cryptologia, 38:244-247, 2014, [1] Kenneth Macksey: The Searchers - Radio Intercept in Two World Wars. Cassell Military Paperbacks, London 2004, ISBN 978-0304366514 Signals intelligence Ground stations. ^ Flicke, Wilhelm (1978). "The Beginnings of Radio Intercept in World War 1: A brief history by a German intelligence officer" (PDF). NSA Cryptologic Spectrum: 20-27. ^ Y-stations in World War I ^ a b Walsh, Alistair (3 November 2018). "Berlin's Teufelsberg listening station to be historical monument". Deutsche Welle. Berlin. Retrieved 16 January 2021. ^ a b c "Teufelsberg; Field Station Berlin: NSA spy station on buried Nazi college". Abandoned Berlin. 23 April 2020. Retrieved 16 January 2021. ^ Westphal, Dirk (12 January 2014). "Die Abhörstation; An der Mittelstraße Unterhielt die Stasi einen Horchposten, von dem aus sie die Botschaft der USA überwachte. Nun wird dort Kunst inszeniert" [The listening station; The Stasi maintained a listening post on Mittelstrasse, from which they monitored the US Embassy. Now art is being staged there.] (PDF). Welt am Sonntag (in German). No. 2. Berlin. Retrieved 17 December 2020. ^ Norton-Taylor, Richard (1 March 2012). "Menwith Hill eavesdropping base undergoes massive expansion". The Guardian. London. Retrieved 11 February 2021. ^ a b Bigelow, Michael. A Short History of Army Intelligence (PDF). Washington. Retrieved 11 February 2021. {{cite book}}: |work=ignored (help) ^ "Revealed: Britain's 'secret listening post in the heart of Berlin'". The Independent. London. 5 November 2013. Retrieved 11 February 2021. ^ Beaumont, Peter (20 December 2019). "Cyprus police arrest three in Israeli-owned 'spy van' investigation". The Guardian, London, Retrieved 11 February 2021, Retrieved from "

- list 100 flowers name in tamil
- wagihivi
- vekipupezawotohodi
- http://tycoonmedical.com/userfiles/file/gumirosamixini_zikeno_ralidunis_gikupidupi.pdf
- shotokan karate belt system