SESSION OVERVIEW

In this session, participants discover how to leverage related phenomena to support students in transferring and applying science content knowledge.

SESSION OBJECTIVES

Participants will:
• define related phenomena and understand their importance,
• determine ways to leverage related phenomena to support students in transferring science knowledge, and
• intentionally plan for leveraging related phenomena.

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| 10 minutes| **Launch**
            Session Introduction                  | • Review the session objectives, materials, and other housekeeping items.    |
| 50 minutes| **Learn I**
            What are related phenomena, and why are they important?                  | • Define related phenomena.
                                                             • Examine how related phenomena support students in engaging with and exploring the anchor phenomenon. |
| 30 minutes| **Learn II**
            How can we leverage related phenomena to support students in transferring science knowledge? | • Explore how to leverage related phenomena by planning with the Module Storyline. |
| Break     |                                             |                                                                             |
| 30 minutes| **Learn II (continued)**
            How can we leverage related phenomena to support students in transferring science knowledge? | • Explore ways to leverage related phenomena by making in-the-moment instructional decisions. |
| 40 minutes| **Learn III**
            How will you intentionally plan to leverage related phenomena in your *PhD Science*® classroom? | • Apply new knowledge and skills to determine how to leverage related phenomena in a current or upcoming module. |
| 10 minutes| **Land**
            Session Close                           | • Ask any remaining questions. Reflect on and summarize what was learned.   |