

# Account Creation

1. Navigate to “teacher.desmos.com”
2. Select “Create an Account”

The screenshot shows the Desmos website homepage. At the top, there is a navigation bar with the Desmos logo, a search bar labeled "Search for an activity", and links for "Math Tools", "Resources", "Create Account", and "Sign In". On the left side, there is a sidebar with links to "Home", "Most Popular", and "FEATURED COLLECTIONS" including "Conics", "Exponential Function...", "Functions", "Inequalities", "Linear Functions", "Linear Systems", "Middle School Geo...", "Modeling", "Quadratic Functions", "Recently Released...", "Starter Screens", "Transforming Function...", "Transforming Shapes", and "View All". The main content area features a large banner titled "Desmos Classroom Activities" with the text "At Desmos, our mission is to help every student learn math and love learning math. Explore and enjoy our collection of free digital math activities for you and your students." and a "Watch the video" button. Below the banner, there is a section titled "What We Offer" with a sub-section "Meaningful Feedback" that states "We show students what their answers mean, then give them the opportunity to improve their thinking and revise their work." and includes a quote from a user: "So proud of the creative thinking today from my #algebra 1".

desmos Search for an activity Math Tools Resources Create Account or Sign In

Home Most Popular

FEATURED COLLECTIONS

- Conics
- Exponential Function...
- Functions
- Inequalities
- Linear Functions
- Linear Systems
- Middle School Geo...
- Modeling
- Quadratic Functions
- Recently Released...
- Starter Screens
- Transforming Function...
- Transforming Shapes
- View All

## Desmos Classroom Activities

At Desmos, our mission is to help every student learn math and love learning math. Explore and enjoy our collection of free digital math activities for you and your students.

Watch the video

### What We Offer

#### Meaningful Feedback

We show students what their answers mean, then give them the opportunity to improve their thinking and revise their work.

So proud of the creative thinking today from my #algebra 1

# Creating your Desmos Class

The screenshot shows the Desmos 'Manage Your Classes' page. At the top, there's a search bar and navigation links for 'Math Tools' and 'Resources'. The main heading is 'Manage Your Classes' with an 'Add New Class' button. Below this is a table with columns: 'CLASS NAME', 'ACTIVITY HISTORY', 'CLASS CODE', and 'CLASS ROSTER'. A class named 'AP Calc BC' is listed with a 'View Activity History' link, a class code '23RZ4J', and '29 students'. Below the table is a 'Posting Preferences' section with two options: 'Post immediately to Google Classroom' and 'Post immediately on student.desmos.com'. The left sidebar shows navigation links for 'Home', 'Most Popular', 'YOUR CLASSES' (with 'Manage Classes' selected), 'Activity History', 'YOUR ACTIVITIES', 'Collections', and 'Custom'.

CLASS NAME	ACTIVITY HISTORY	CLASS CODE	CLASS ROSTER
AP Calc BC	<a href="#">View Activity History</a>	23RZ4J	<a href="#">29 students</a>

**Posting Preferences** [Edit](#)

☒ Post immediately to Google Classroom ☒ Post immediately on student.desmos.com

1. Select “Manage Classes”
2. Click “Add New Class”
3. Import from Google Classroom or Create Desmos Class
4. Edit Posting Preferences.
  - If importing from google classroom, select “**Do not post** to Google Classroom. You can still manually post the student link.”
  - If creating a class in Desmos, select “**Do not post** on student.desmos.com. Students will not see assigned activities on student.desmos.com until they begin the activity from a student link.”

# Creating a Lesson:

desmos

Search for an activity



Math Tools ▾

Resources ▾



[Home](#)

Most Popular

YOUR CLASSES

Manage Classes

Activity History

YOUR ACTIVITIES

Collections

Custom

## Featured Collections

[View All](#)



### Starter Screens

By Desmos 5 Activities

These activities offer starter screens that you can copy and paste into your activities. They are divided here by their different purposes.



### Modeling

By Desmos 6 Activities

These activities are designed for students who have worked with linear, quadratic, and exponential functions, and who are ready to use these function types to represent real-world phenomena.

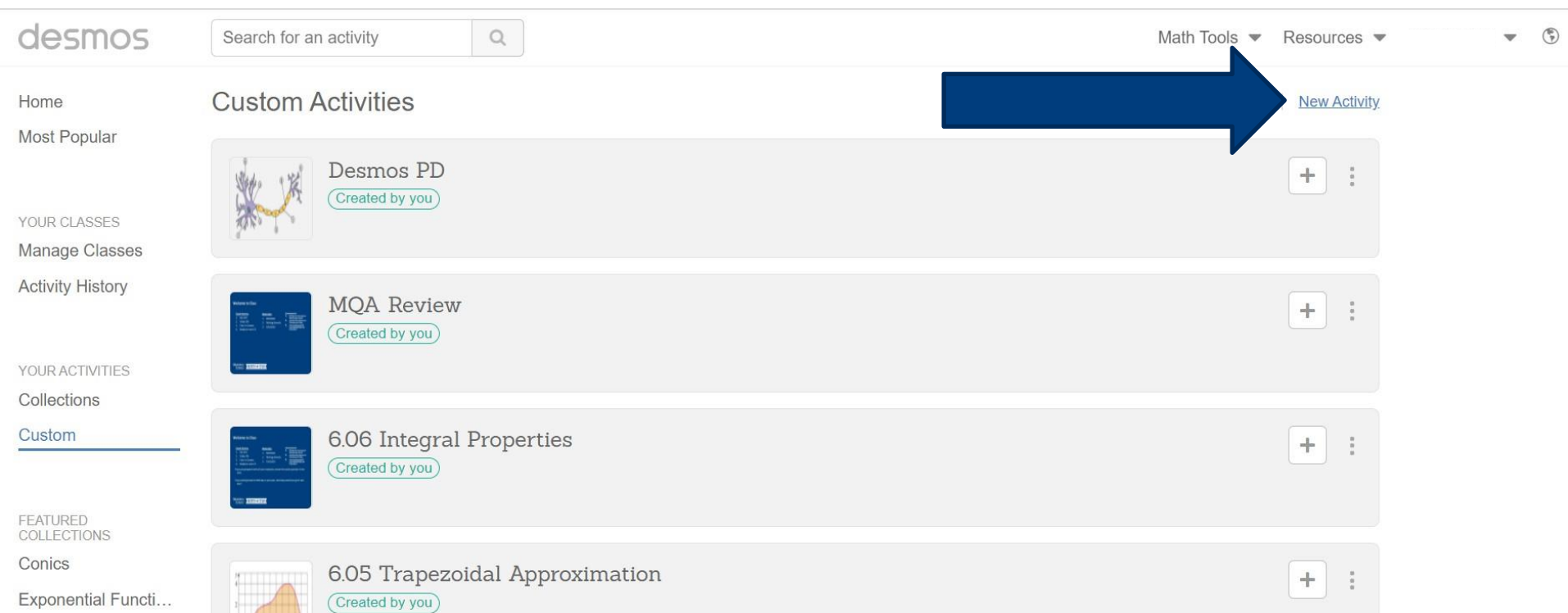


### Exponential Functions

By Desmos 9 Activities

This collection of activities is designed for algebra students studying exponential relationships.

# Creating a Lesson:



The screenshot shows the Desmos website interface. At the top, there is a search bar labeled "Search for an activity" and a "desmos" logo. On the right, there are dropdown menus for "Math Tools" and "Resources", and a "New Activity" link. A large blue arrow points from the "New Activity" link to the "Custom Activities" section. The "Custom Activities" section lists four activities, each with a thumbnail, title, "Created by you" tag, and a "+" button:

- Desmos PD
- MQA Review
- 6.06 Integral Properties
- 6.05 Trapezoidal Approximation

- Lesson is synonymous to “Activity” in Desmos

# Creating a Lesson:

New Activity

Insert Title Here



Share Settings



Link

Anyone with the link can view



Private

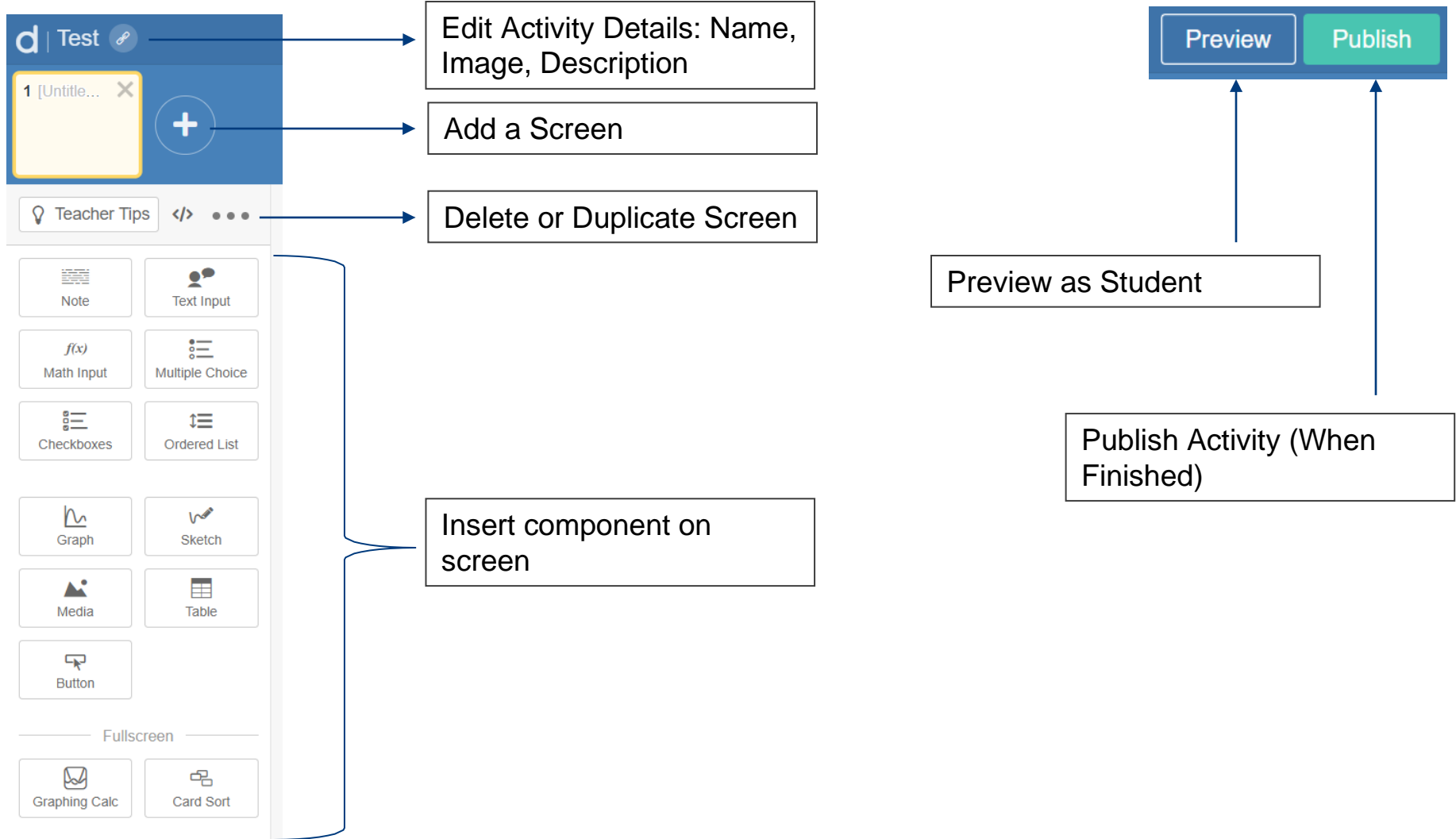
Only you can view

Activity Description



Create New Activity

# Creating a Lesson: Activity Builder



# Assigning an Activity (Lesson)

The screenshot shows the Desmos PD interface. At the top, there's a search bar labeled 'Search for an activity' and a 'desmos' logo. On the left sidebar, there are links for 'Home', 'Most Popular', 'YOUR CLASSES', 'Manage Classes', 'Activity History', 'YOUR ACTIVITIES', and 'Collections'. The main content area displays 'Desmos PD' with a thumbnail image of a neuron. Below the title, it says 'By' followed by a 'Created by you' badge. A status bar indicates 'Draft | Last edited by you 26 minutes ago.' with an 'Edit Draft' link. Below this, there are device compatibility icons: 'Mobile' (with a warning triangle), 'Tablet' (with a checkmark), and 'Laptop' (with a checkmark). At the bottom, there's an 'Activity Sessions' section with a large green 'Assign' button and a dropdown arrow. Below the button, a text prompt says 'Assign this activity to one of your classes or create a single session code.'

- Navigate to Your Activities > Custom
- Select the Lesson you want to assign
- If you have imported a class from GC or created a desmos class, click the arrow next to “assign” and select the class
- You can also create single session codes if you do not want to assign to the entire class.
- Once assigned, you can select “view dashboard” to open the session window and the desmos dashboard

**Uncommon Schools** | Change History.





# While Teaching: Summary View

Pool Border Problem • Teacher x

Secure | <https://teacher.desmos.com/dashboard/5b5f25166fc8ea330950b72e>

Pool Border Problem 59YMBA

Snapshots Summary **Teacher** Student

Anonymize Pacing Pause 9 STUDENTS

1 What is y... Your job is to buy the right number of tiles for the

2 Here's a Without counting

3 Here's a Without counting

4 Here's a How many orange  $f(x)$

5 Here's a How many orange  $f(x)$

6 Here's a How many orange  $f(x)$

7 Here's a The dimensions 2

8 Let's tes. You have to buy tiles for 10 pools for 10

9 Fix the E. Here is Sam's

10 W

Screen 3 of 10

Here's a 5 x 5 swimming pool.

Responses Overlay

Without counting them one-by-one, how many orange tiles should you buy for the border of the Kelly's 5 x 5 swimming pool?

How do you know?

Use the sketch tool if it helps illustrate your thinking.

Big square minus little square

There are 4 sides, with 6 on each side.

# While Teaching: Summary View

To show call student work, first click the camera icon under the “Teacher” view tab for the student work samples you want to show call (you can select multiple pieces!)

Second, toggle to “Snapshots” tab where you will see your student work samples. Once there, you can organize/sequence student work samples for discussion. You can write a question above the samples such as, “which student do you agree with and why?” and click “present” to project to the class.

AP Calc BC - 6.02 Definite Integrals Graphically

Anonymous Pacing Pause

27 of 29 Time Entered

1 Welcom... 2 Do Now 3 Mini-Exp... 4 Mini-Exp... 5 Practice ... 6 Practice ... 7 Practice ...

Generalize it: 1) Sketch the area represent ed by 3) Sketch the area represent ed by 5) Write the  $f(x)$

Go to Summary View.

Click any cell to see a particular student's response to a screen.

Click here to show real student name and email if “anonymize” is selected. You can also hide a student's row.

# While Teaching: Summary View

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- Use Summary view to see a list of the students currently in the session.
- The shaded cell indicates that a student has not input any responses on the screen
- The dot indicates that students have input at least one response on the screen

# While Teaching: Teacher View

AP Calc BC - 6.02 Definite Integrals Graphically

Snapshots

Summary

Teacher

Student

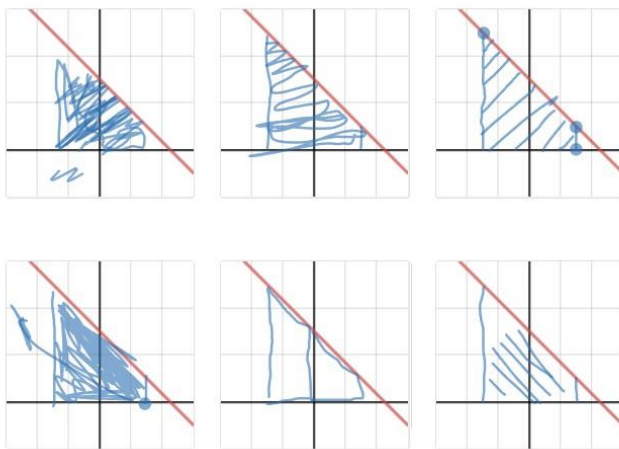
Anonymize Pacing Pause  
27 of 29 Time Entered



Screen 6 of 7

## Practice Set (2 of 3)

Responses Overlay



3) Sketch the area represented by  $\int_{-3}^3 -\frac{2}{3}x + 3dx$

Go to Teacher View.

Click a student response to see the work of one student.

- Use Teacher View to see all student responses on one screen
- You can easily show-call one response by clicking on the student's work

# While Teaching: Student View

d | AP Calc BC - 6.02 Definite Integrals Graphically ▾

Snapshots

Summary

Teacher

Student

Anonymize Pacing Pause  
27 of 29 Time Entered ▾

1 Welcom...

2 Do Now

3 Mini-Exp...

4 Mini-Exp...

5 Practice ...

6 Practice ...

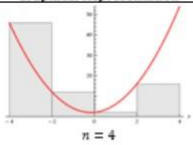
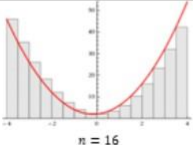
7 Practice ...

STUDENT SCREEN PREVIEW


4 of 7

Next >

## Mini-Explore Continued

Graphical Representation	Computational Work
 $n = 4$	$\sum_{i=1}^4 f(x_i) \Delta x = 152$
 $n = 16$	$\sum_{i=1}^{16} f(x_i) \Delta x = 143$

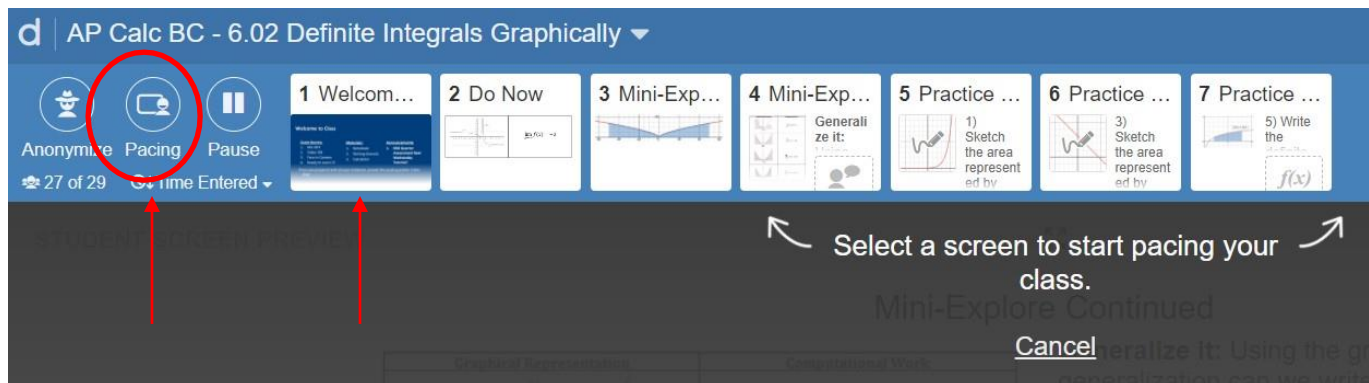
**Generalize it:** Using the graphs to the left, what generalization can we write to understand the area under a curve as it relates to Riemann Sums?



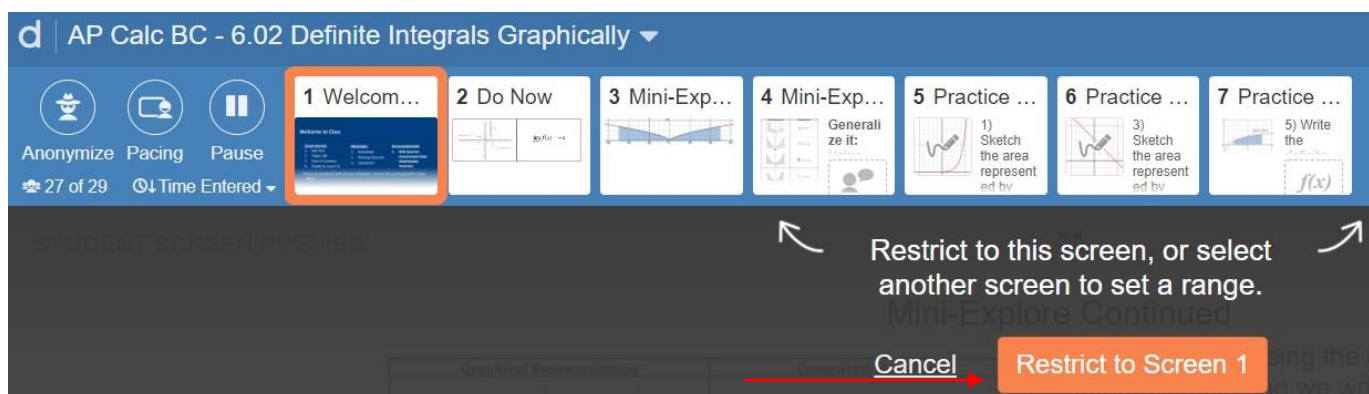
Go to Student View.

- Use student view to preview the screen as a student.

# While Teaching: Pacing Lessons



Select Pacing.



Restrict to Screen 1  
OR select a range of  
screens students can  
move through on their  
own pace.



Select "+" to give  
access to the next  
screen.

Select "stop" to give  
access to all screens.

Select "edit" to select  
a new range of  
screens.



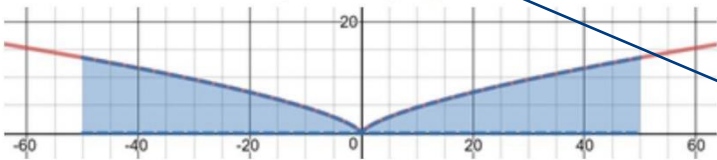
# While Teaching: Individual Feedback

Current Student

Student Name

3 of 7 Next >

Mini-Explore: Everybody Writes



Consider the area under the curve above, for the function  $f(x)$  on the interval  $[-50, 50]$ . If you were to compute a Right Riemann sum, what would be challenging about this?

Dependent on what the  $n$  value was, there would be a lot of rectangles to solve for which would cause the summation to take longer than necessary

Submit

Click here to open “Lesson feedback” to give individual feedback.

- From “Teacher” or “Summary” view you can give students individual feedback when you are viewing one student’s work at a time.

Type feedback here and click “send.” When students are on this screen, they will see a red box at the top of the page with your feedback.

Lesson Feedback

Send feedback to Gottlob Frege

Send