**Content:** Introducing Desmos using linear graphing game

**Instructor:**

**Materials:** [**https://teacher.desmos.com/linear**](https://teacher.desmos.com/linear)

**Objective(s):** The primary objective of this lesson is to introduce CAMP participants to the desmos website, if they are unfamiliar. In addition, they will be practicing prior knowledge and terminology regarding lines (slope, x- and y-intercept, horizontal, vertical…)

**CCSS Content****:**

**Understand the connections between proportional relationships, lines, and linear equations.**

[CCSS.Math.Content.8.EE.B.5](http://www.corestandards.org/Math/Content/8/EE/B/5/)
Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

**CCSS Practice:**

2, 5, 7

**Warm-Up:** (for CAMP) – What’s the rule?

“What’s My Function?” (As the three days progress, different ways of playing “What’s My Function?” will be introduced.)

Using dynagraph on Geogebra:

1) $y= x^{2}+5$

2) $y=-x^{2}+3$

3) $y= x^{2}+x-1$

**Lesson Body:** <https://teacher.desmos.com/linear> Potential Activities 1-3 (depending on time). Activity 1 requires partners. Activities should be done in order.

**Closing (for CAMP):** Discussion on this lesson including 1) how it could be improved via UDL 2)how it could be improved for teachers’ student make-up 3) how CCSS/SMP(s) were addressed.

**Assessment:** Exit ticket Write one way you could use desmos in your classroom.