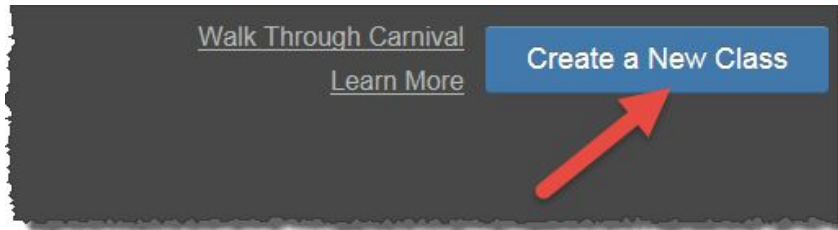


# Function carnival

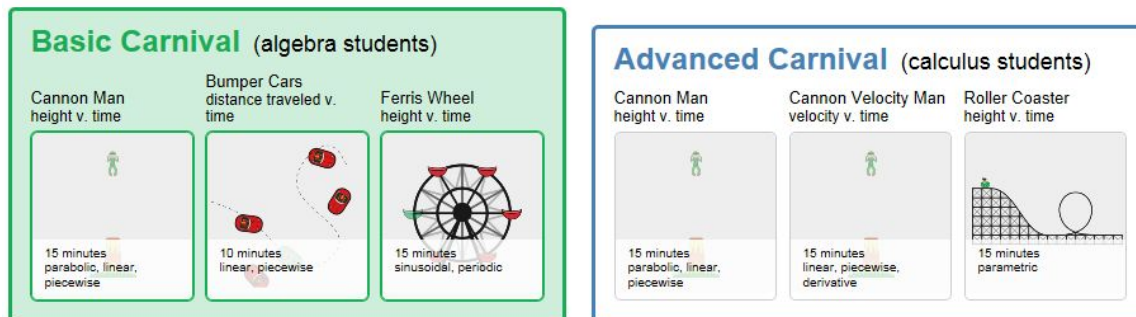
To create a function carnival class:

**Step 1.** Go to <https://class.desmos.com/carnival> (or just Google “Function Carnival”)

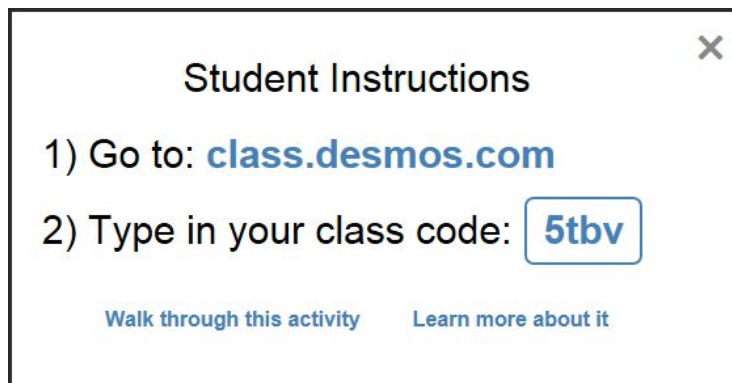
**Step 2.** Click on Create a New Class.



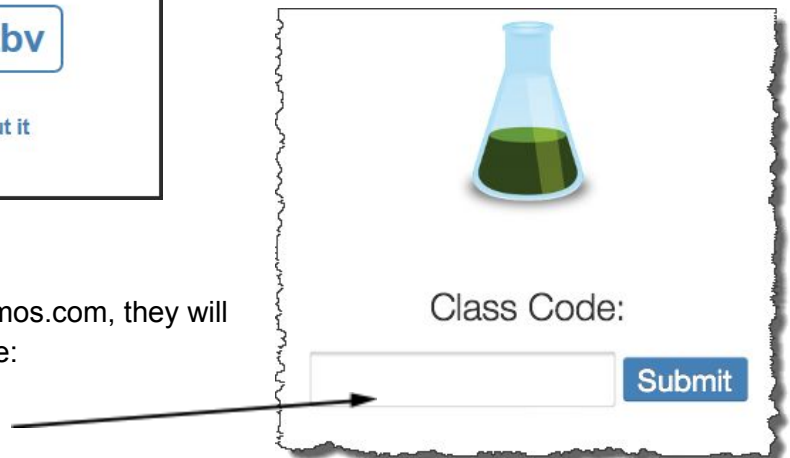
**Step 3.** Select the carnival you wish to do



**Step 4.** You will be given a class code. For this demo, the class code was **5tbv**

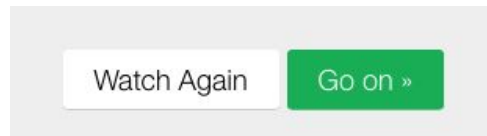


**Step 5.** When your class goes to class.desmos.com, they will get a simple screen asking for the class code:



**Step 6.** Students will be prompted to enter their name

Students will see the animation and car watch it until they understand it. Once they see what is happening, they will click on Go ON.



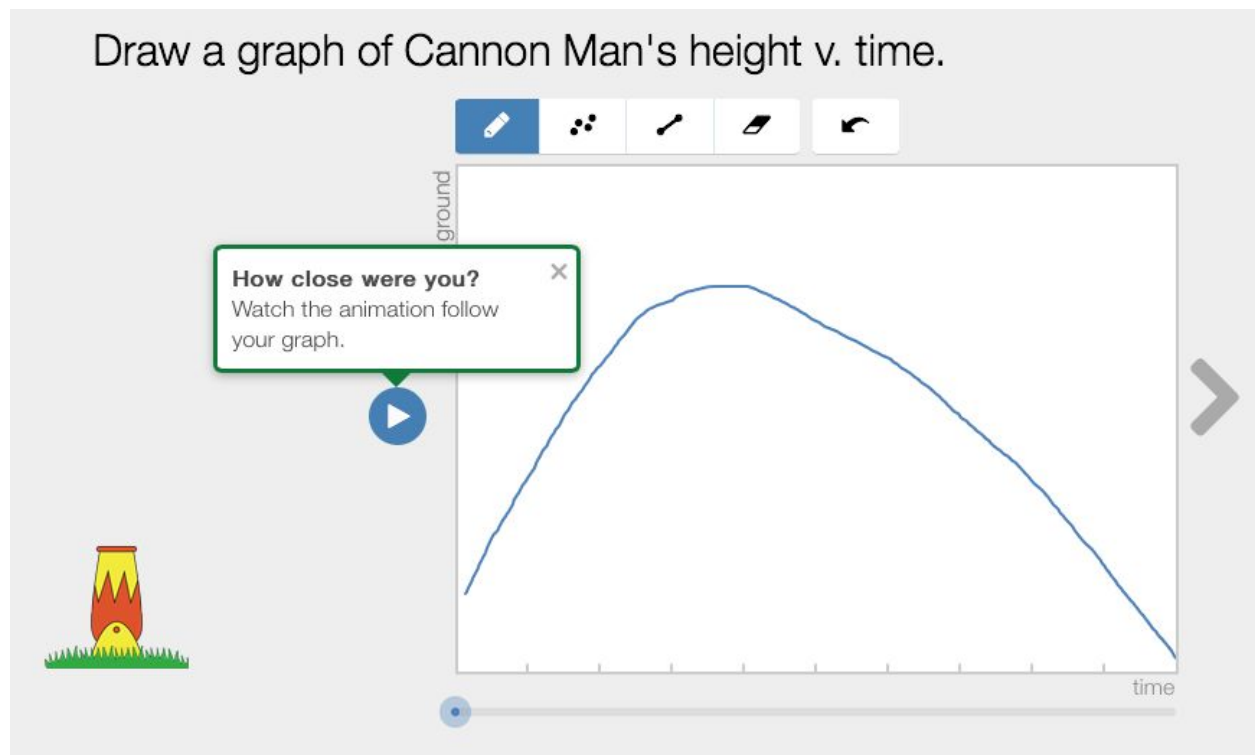
Welcome to  
*Function Carnival*

Enter your name(s) to begin:

Scott McD

A rectangular box with a torn-paper-style border. It contains the title "Welcome to Function Carnival" in a large, stylized font. Below the title is a text input field containing "Scott McD" and a blue "Go!" button.

**Step 7.** They will then be able to see the animation and graph it. For the Cannon Man, we are to sketch a graph of the man's height vs time. Students should then see how close their graph matches with the actual situation. They can then select the scrubber under the graph to make refinements. They should select the eraser tool and redraw the graph.




**Step 8.** From the teacher dashboard, the instructor can see all of the student graphs. They can view a summary of them as well as the actual graph.

View summary of entire class

▶ Chloe	
▶ Aiden	
▶ Taylor	
▶ Serena	

Select individual student

▼ Serena



Eric's graph is too linear. He should try a more parabolic graph.

Function Carnival

class code: 5tbv

Dashboard Cannon Cannon Bumper Bumper Ferris Ferris

holes (1) multiple values (0) very precise (0) needs help (0) points (0)

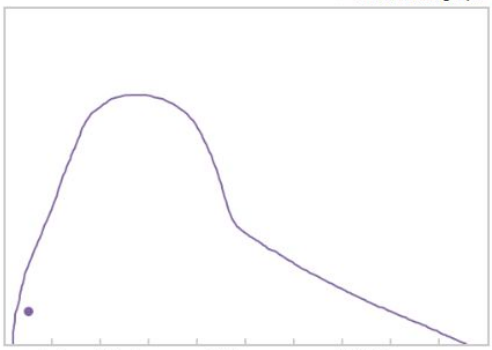
**Students with holes in their graphs**

Ask students to tell you what their graph says happens to Cannon Man during the section with the hole. Make sure they understand that a hole in the graph means he disappeared, not that he stopped moving. Help them draw what actually happens.

Select all Unselect all

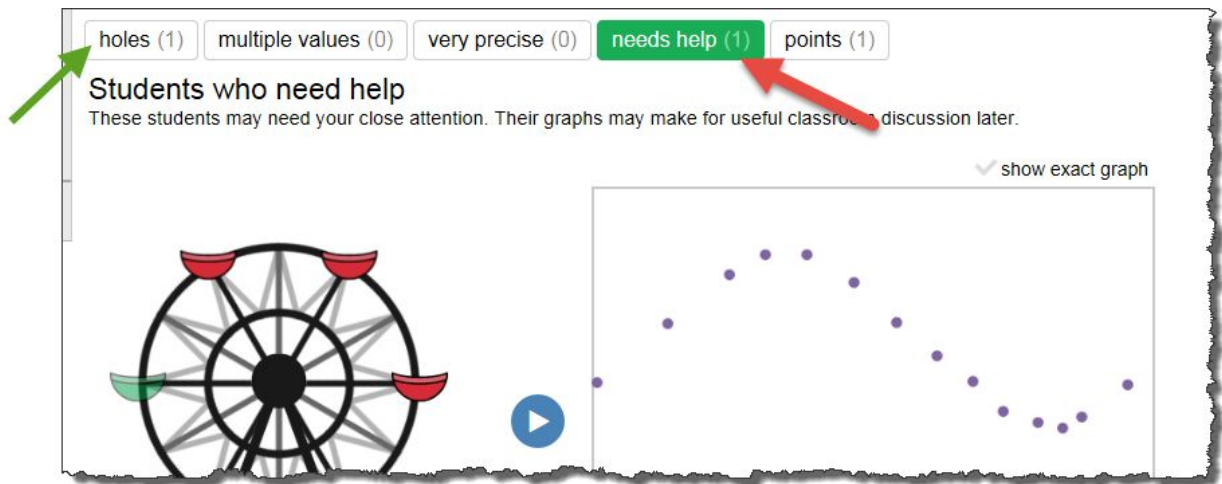
✓ Scott McD

You can even play a student's own graph.



show exact graph

It will also help you identify those who need help or those who have a very precise graph. As you can see from the graph below, this student is identified as one who needs help. They used dots instead of a line.



Here is a screen recording of a teacher's class:  
<http://www.youtube.com/watch?v=Gze55bRVqUM>