TEACHER'S EDITION — ERRATA SHEET

Dear Teacher:

Despite a thorough editorial, technical and proofreading process, some errors have appeared in the first editions.

Following is an errata sheet for the first edition of the *Active Physics* Teacher's Edition for *Predictions*. This sheet indicates errors or improvements we have identified at this point, but were unable to correct or change on the first run.

Pages 41 and 46
For You to Do
In student text , page P19, the second line of the message to decode will be corrected in the second printing of the text. The blackline master of the code on pg. 46 has been printed correctly.

Page 55
Physics to Go, question 2
You may be interested to know that these trading cards are available from AAPT. Students may wish to use them to compare the experimental probability with the
theoretical probability.

Page 60
For You to Do, step 4
Suggest that students refer to their results in step 3 when performing the calculations in step 4.

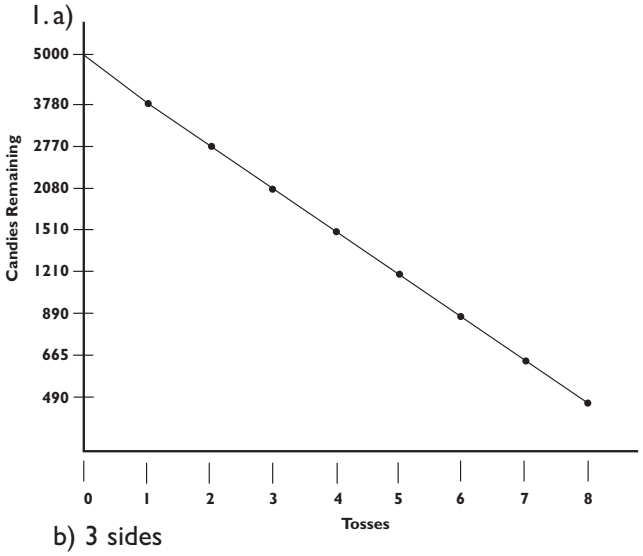
Page 87
Physics to Go, question 1
In the second printing this question has been changed to the following:

You toss 5000 mystery-shaped candies with an X on one side. If the candy lands with an X on top, it may be eaten. The number of candies remaining after each toss is given below:

Toss	Candies Remaining
0	5000
1	3780
2	2770
3	2080
4	1510
5	1210
6	890
7	665
8	490

a) Graph the data.
b) How many sides does the candy have?
c) From the graph, determine the half-life of the candy.

Answers
1. a)



b) 3 sides
c) 2 tosses

Please note: The question as corrected in the existing Teacher's Edition is a valid question.

Page 131
The correct form of stating the equation v = d/t is with the delta notation. You may wish to encourage students to use this notation and to write the zeroes explicitly each time to avoid later errors in students' thinking when the initial time of distance is not zero.

Page 133
In student text, page P65
1 km/h/s should read 1 (km/h)/s

(continued on back)

Page 144
Physics to Go, question 5 a)
Point out to the students that large rock means massive rock as opposed to larger in volume.

Page 161
For You to Do, step 5
Point out to the students that the length of the force does not change, but rather the length of the arrow representing the force which becomes greater and the force increases.

Page 212
For You to Read
The Vikings also invented the magnetic compass about the same time.

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