



★ STUDENT NOTEBOOK ★

THIRD EDITION

UNIT

5

*Paths of Exploration*  
Student Notebook

by Debbie Strayer and Cindy Wiggers

**Unit 5: Lewis & Clark**  
**Otter**  
**3rd Grade**

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## **Instructions**

These Student Notebook pages are designed to be used with *Paths of Exploration*, a complete elementary curriculum for grades 3 through 5. Each page is designed specifically to correspond to assignments given in the curriculum. Use the lesson, part, and subject noted at the bottom of each page to match notebook pages with assignments.







## Copywork or Dictation

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# Reflective Writing

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## Spelling List

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| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |



# Geography Term

topography

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My definition:

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Dictionary definition:

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# Geography Term

flora

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My definition:

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Dictionary definition:

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# Geography Term

fauna

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My definition:

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Dictionary definition:

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# Animal

*Hands On page 7*

Lewis and Clark discovered: \_\_\_\_\_

*Description:*

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I discovered: \_\_\_\_\_

*Description:*

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# Plant

*Hands On page 8*

Name:

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Description:

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## Steps for Thinking Review

\_\_\_\_\_ a leader or person in authority that you trust gives you a feeling of \_\_\_\_\_ during \_\_\_\_\_ times.

## Spelling Pictures

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|  |  |
|--|--|

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_







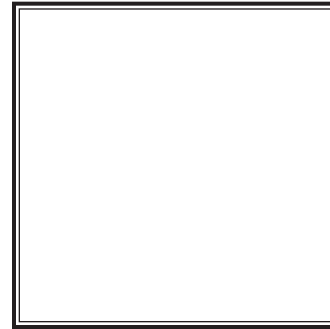
# Character Portrait

\_\_\_\_\_

(name)

\_\_\_\_\_

(book title)



How he or she looks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The kind of person (or leader) he or she was:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two important things he or she did in the story:

\_\_\_\_\_  
1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Character Portrait

continued

2.

A quote from my book that shows something he or she thinks is important:

Do you like this person? \_\_\_\_\_

Why or why not?

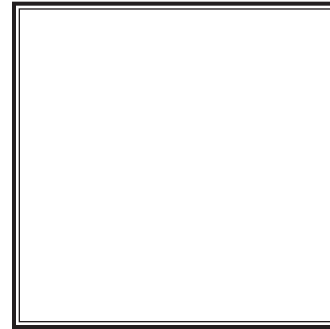
# Character Portrait

\_\_\_\_\_

(name)

\_\_\_\_\_

(book title)



How he or she looks:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The kind of person (or leader) he or she was:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two important things he or she did in the story:

\_\_\_\_\_  
1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Character Portrait*  
continued

2.

A quote from my book that shows something he or she thinks is important:

Do you like this person? \_\_\_\_\_

Why or why not?

## Steps for Thinking Review

Trustworthy leaders are able to work with others to solve \_\_\_\_\_ and make \_\_\_\_\_. Trustworthy leaders are \_\_\_\_\_ to those who are dependent upon them.

## Spelling Scramble

1. istenva \_\_\_\_\_

2. recautp \_\_\_\_\_

3. ont \_\_\_\_\_

4. rspco \_\_\_\_\_

5. rybvare \_\_\_\_\_

6. urcegao \_\_\_\_\_

7. eeadtb \_\_\_\_\_

8. ahsygg \_\_\_\_\_



## Copywork or Dictation

*Munford Meets Lewis & Clark: page 16, paragraph 3*

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- I read the assignment in my reader.
- I made homophone vocabulary cards.

## Copywork or Dictation

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## Homophone Sentences

\_\_\_\_\_

*to:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*too:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*two:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*deer:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*dear:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Cylinder and Telescope

from *Hands On* pages 10-11

# Narrow Focus

from *Hands On* page 11

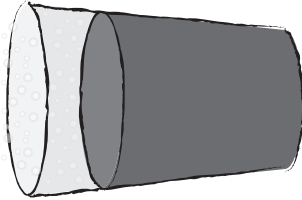
# Physical Properties of Matter

Name of Object: \_\_\_\_\_

*Cola*

**Shape**

Draw a picture



**Actions**

Does it do anything?

*fizzes when poured  
or shaken*

**Smell**

*none*

**Color**

*dark reddish brown*

**Size**

**Weight**

*6 ounces*

**Measurements**

**Texture**

What does it feel like?

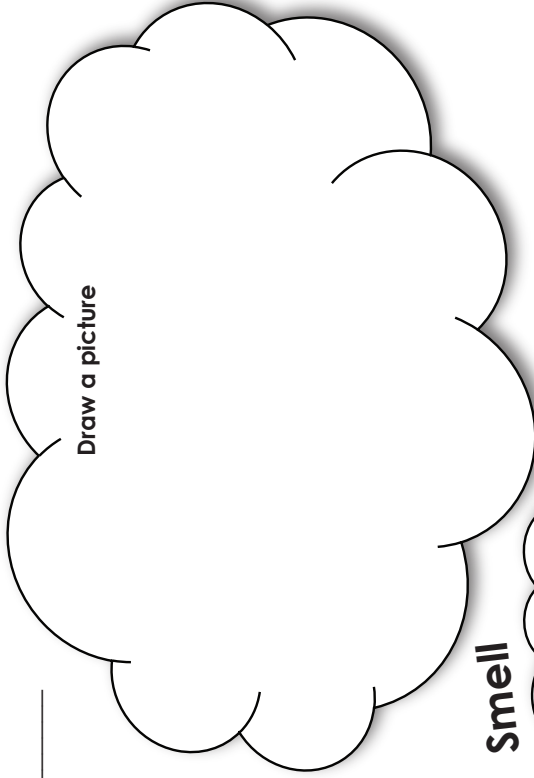
*wet*

# Physical Properties of Matter

Name of Object: \_\_\_\_\_

**Shape**

Draw a picture

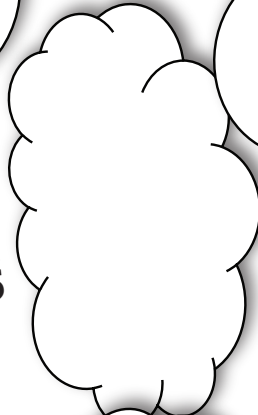


**Actions**

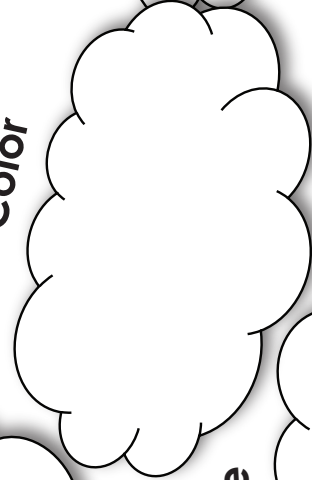
Does it do anything?



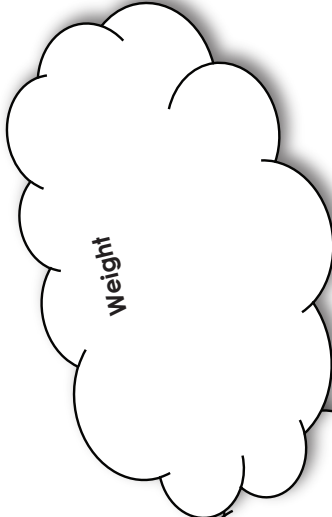
**Smell**



**Color**



**Weight**



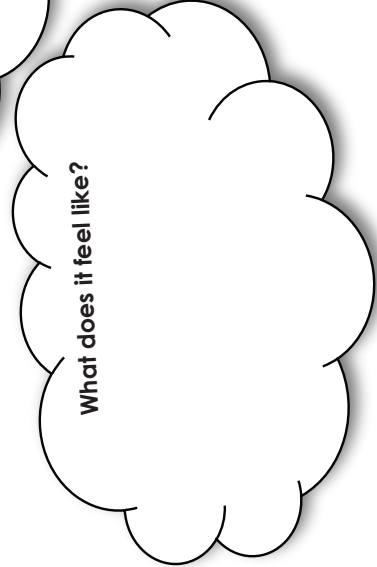
**Size**

**Measurements**



**Texture**

What does it feel like?



## Steps for Thinking Review

Trustworthy leaders are \_\_\_\_\_ to the  
 \_\_\_\_\_ they have been given.

## Spelling Search

I A M C O U R A G E R T L W F W J N W  
 C Q N P P V J H Z M S K F U R T B H H  
 Z V Z S Q D H G O X E D A W B Z H F O  
 H X U F K D F P L A M A U U R F M A O  
 Y T P S B E P Y K D G Y B S P R O C V  
 X M K G H R P N W M Q Z V O F U J Z P  
 B D A X X U E T I A M D J I W T T M C  
 V R W L F T I T I N G K M M W X N E U  
 I X I X Y P P H W C E E V I H Z R N S  
 A V J N S A T J P L A J R S G P X D W  
 X J T H E C M A Z W K L H A Y H E V Y  
 B R A V E R Y M K R V A Z U O B Z S N  
 J L X V A D T O N O G E S B A F I O L  
 R K I W H H N X T G D R X T C Q L C B  
 S E V I T A N B Y J C L E Y G T F J X

bravery

corps

debate

shaggy

capture

courage

natives

ton





## Copywork or Dictation

*Munford Meets Lewis & Clark: page 23, paragraph 2*

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- I read the assignment in my reader.
- I participated in the discussion activity.
- I practiced my spelling words.
- I made Word Study vocabulary cards.



## Drawing a Scene

# Peaceful Relationship

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## Steps for Thinking Review

Choose one Step for Thinking, and circle it.

1. Following a leader or person in authority that you trust gives you a feeling of security during demanding times.
2. Trustworthy leaders are able to work with others to solve problems and make decisions.
3. Trustworthy leaders are responsible to those who are dependent upon them.
4. Trustworthy leaders are faithful to the mission they have been given.

*How it was true:*

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## Spelling Practice

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## William Clark Portrait

## Meriwether Lewis Portrait