



September - May

# Morning Time Plans

## Days of Creation



Carrie De Francisco  
[www.coffeewithcarrie.org](http://www.coffeewithcarrie.org)

Simple Homeschooling



May

## THEME: Day Six of Creation (Part 2: Humans)

*"So God created mankind in his own image in the image of God he created them; male and female he created them. God blessed them and said to them, 'Be fruitful and increase in number'...God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day."*

~Genesis 1: 24-31

## Scripture

Throughout the month, read, discuss, and memorize Genesis 1: 27-28. Additional verses for older students: Genesis 2, Ephesians 4:24, Ps 139: 14, Isaiah 43:7, Psalm 17:8, Luke 12:17, & 1 Cor 12.

## Memory Work

Pick one of the Bible verses to use as copy work and/or memory work or memorize "A Good Boy."

## Poetry

Read and discuss "The Good Boy" by Robert Louis Stevenson.

## Art Study

Study the painting, "The Creation of Man," by Michelangelo.

## Hymn Study

Listen to and learn the hymn "Make Me a Channel of Your Peace: Prayer of St. Francis" by Sebastian Temple.

## Nature Study

This month, focus on the human body, organ systems, and health and diseases. Research each organ system, draw, and label the parts. Research diseases and disorders that can affect each system.

## Experiments &amp; Crafts

Dissect a cow eye, a mammal brain, and a sheep heart. Experiment with five senses. Create 3D models of the heart, the lungs, and DNA helix. Simulate bruises and bone density.

## Read Aloud

Read picture books about the human body. Be careful. Preview books ahead of time. Most books written before 2000 will be anatomically correct. Read some of these: *Marvelous Body: A Magic Lens Book* Jane Wilsher, *How Your Body Works* by Usborne, *Hair-Raising Human Body Facts* by Paul Mason, *Knowledge Encyclopedia Human Body!* by DK. *The Magic School Bus Inside the Human Body*, and the chapter books *Giant Germ* (*The Magic School Bus, A Science Chapter Book*) by Eva Moore, *The Story of My Life* by Helen Keller, and/or *Gifted Hands: The Ben Carson Story*.



May

## DAILY

Read Genesis 1. Memorize Genesis 1: 24-31.  
Memorize a portion of "A Good Boy" by Stevenson.  
Learn "Make Me a Channel of Your Peace."  
Read Aloud a picture book about the human body.

## Week One

Read "A Good Boy." Discuss the vocabulary. Begin to memorize it. Older students can analyze its rhyming pattern.  
Do Week One of Art Study.  
Do one of the nervous system science experiments.  
Focus on the Nervous System. Research the Nervous System and diseases that can harm it. Draw and label the parts.

## Week Two

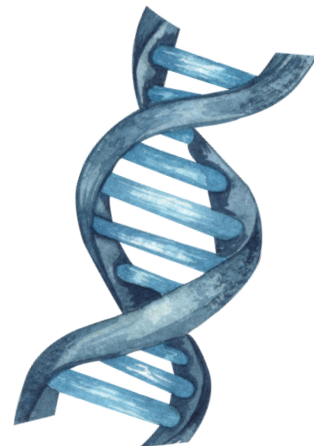
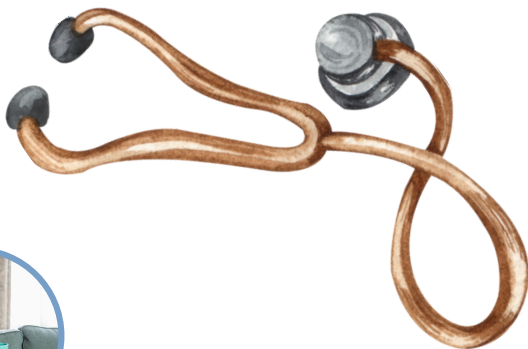
Do Week Two of Art Study.  
Do one of the science experiments.  
Focus on the Circulatory & Respiratory Systems. Research the two Systems and the diseases that can harm them. Draw and label the parts.

## Week Three

Do Hymn study. Listen to and learn "Make Me a Channel of Your Peace."  
Do one of the science experiments.  
Focus on the Skeletal and Muscular System. Research the two Systems and the diseases that can harm them. Draw and label the parts.

## Week Four

Finish memorizing "A Good Boy."  
Focus on the Digestive and Excretory systems. Research the two Systems and the diseases that can harm them. Draw and label the parts.



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## RESEARCH

**Research one, some, or all of the following:**

Hippocrates of Kos, Father of Modern Medicine  
Gregor Mendel and Principle of Inheritance  
Famous doctors and their medical breakthroughs such as Ben Carson  
Human Anatomy and Physiology: Explore the systems of the body and the diseases or disorders that can harm each system.  
Immune System and how it defends the body against pathogens  
Vaccines and their positive and negative effects.  
Common mental health disorders, their symptoms, and treatments.  
Famous and/or important psychologists  
Impact of diet on overall health, the role of micronutrients, and the consequences of malnutrition.  
Learn about how different medications work, their side effects, and the importance of responsible use.  
Theory of Evolution, Intelligent Design, and Creationism

## HUMANITIES

Read *Frankenstein* by Mary Shelley and/or *A Brave New World*  
Read "Tell Tale Heart" by Edgar Allen Poe.  
Read Darwin's *Origins of the Species* and *Darwin's Black Box* by Behe. Compare the two.  
Read the Hippocratic Oath.  
Read *Gifted Hands: The Ben Carson Story* and/or the biography of Hellen Keller.

## WRITING

**Write one, some, or all of the following:**

Write a research report on one of the research topics above.  
Write a persuasive speech on "Creationism vs. Evolution" or on "Vaccines Are Essential (or Harmful)."  
Write a process paragraph (or "How To Paragraph") explaining how to create a healthy diet plan or exercise routine.  
Explain how doctors are breaking their Hippocratic Oath by performing an abortion or euthanasia.  
Write several poems about men, women, love, family, or the gift of life.

## PRESENT

**Share one of the following with your family:**

3D Model explaining different organ systems.  
Create Googleslides, reel, or video to teach younger siblings a topic you researched.





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## Memorize

*"So God created mankind in his own image in the image of God he created them; male and female he created them. God blessed them and said to them, 'Be fruitful and increase in number...' God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day."*

*~Genesis 1: 24-31*

## Read Genesis 1

## WEEK 1 (V: 1-8)

In the beginning, God created the heavens and the earth. The earth was without form and void, and darkness was over the face of the deep. And the Spirit of God was hovering over the face of the waters.

And God said, "Let there be light," and there was light. And God saw that the light was good. And God separated the light from the darkness. God called the light Day, and the darkness he called Night. And there was evening and there was morning, the first day.

And God said, "Let there be an expanse in the midst of the waters, and let it separate the waters from the waters." And God made the expanse and separated the waters that were under the expanse from the waters that were above the expanse. And it was so. And God called the expanse Heaven. And there was evening and there was morning, the second day.

## WEEK 2 (V: 9-13)

And God said, "Let the waters under the heavens be gathered together into one place, and let the dry land appear." And it was so. God called the dry land Earth, and the waters that were gathered together he called Seas. And God saw that it was good.

And God said, "Let the earth sprout vegetation, plants yielding seed, and fruit trees bearing fruit in which is their seed, each according to its kind, on the earth." And it was so. The earth brought forth vegetation, plants yielding seed according to their own kinds, and trees bearing fruit in which is their seed, each according to its kind. And God saw that it was good. And there was evening and there was morning, the third day.



May

## Read Genesis 1

## WEEK 3 (V: 14-23)

And God said, "Let there be lights in the expanse of the heavens to separate the day from the night. And let them be for signs and for seasons, and for days and years, and let them be lights in the expanse of the heavens to give light upon the earth." And it was so. And God made the two great lights—the greater light to rule the day and the lesser light to rule the night—and the stars. And God set them in the expanse of the heavens to give light on the earth, to rule over the day and over the night, and to separate the light from the darkness. And God saw that it was good. And there was evening and there was morning, the fourth day.

And God said, "Let the waters swarm with swarms of living creatures, and let birds fly above the earth across the expanse of the heavens." So God created the great sea creatures and every living creature that moves, with which the waters swarm, according to their kinds, and every winged bird according to its kind. And God saw that it was good. And God blessed them, saying, "Be fruitful and multiply and fill the waters in the seas, and let birds multiply on the earth." And there was evening and there was morning, the fifth day.

## WEEK 4 (V: 24-31)

And God said, "Let the earth bring forth living creatures according to their kinds—livestock and creeping things and beasts of the earth according to their kinds." And it was so. And God made the beasts of the earth according to their kinds and the livestock according to their kinds, and everything that creeps on the ground according to its kind. And God saw that it was good.

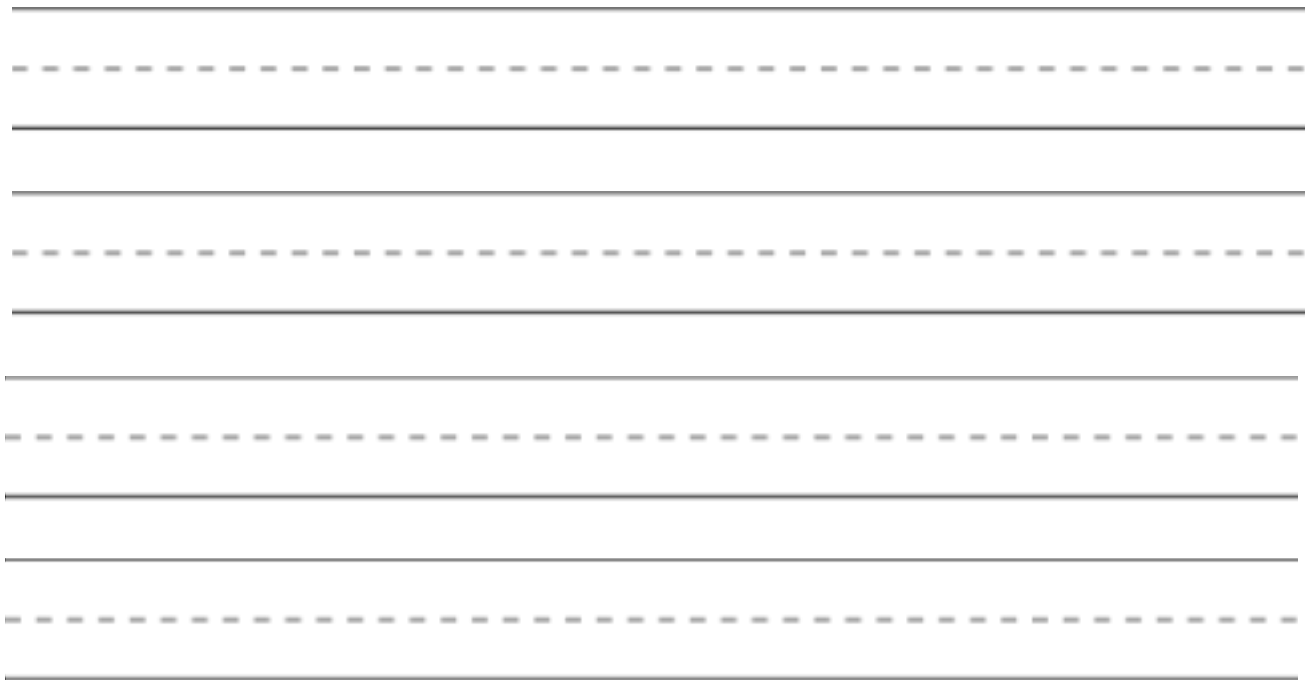
Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image of God he created him; male and female he created them. And God blessed them. And God said to them, "Be fruitful and multiply and fill the earth and subdue it, and have dominion over the fish of the sea and over the birds of the heavens and over every living thing that moves on the earth." And God said, "Behold, I have given you every plant yielding seed that is on the face of all the earth, and every tree with seed in its fruit. You shall have them for food. And to every beast of the earth and to every bird of the heavens and to everything that creeps on the earth, everything that has the breath of life, I have given every green plant for food." And it was so. And God saw everything that he had made, and behold, it was very good. And there was evening and there was morning, the sixth day.



## Genesis 1:27

God created man in  
His own image; male  
and female He  
created them.

### Practice Time!

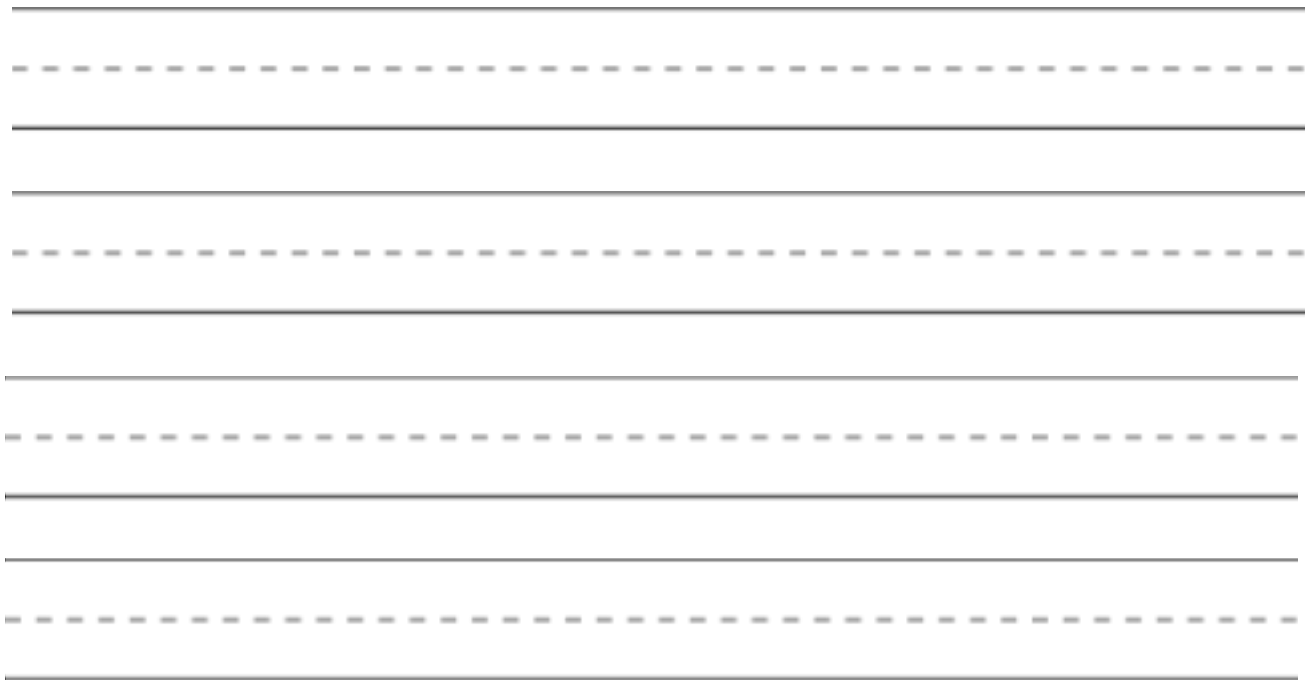
The image shows a series of horizontal lines for handwriting practice. Each set of lines consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines stacked vertically, providing a guide for letter height and placement.

## Ephesians 4:24

Put on the new self.

You were created to  
be like God in true  
righteousness and  
holiness.

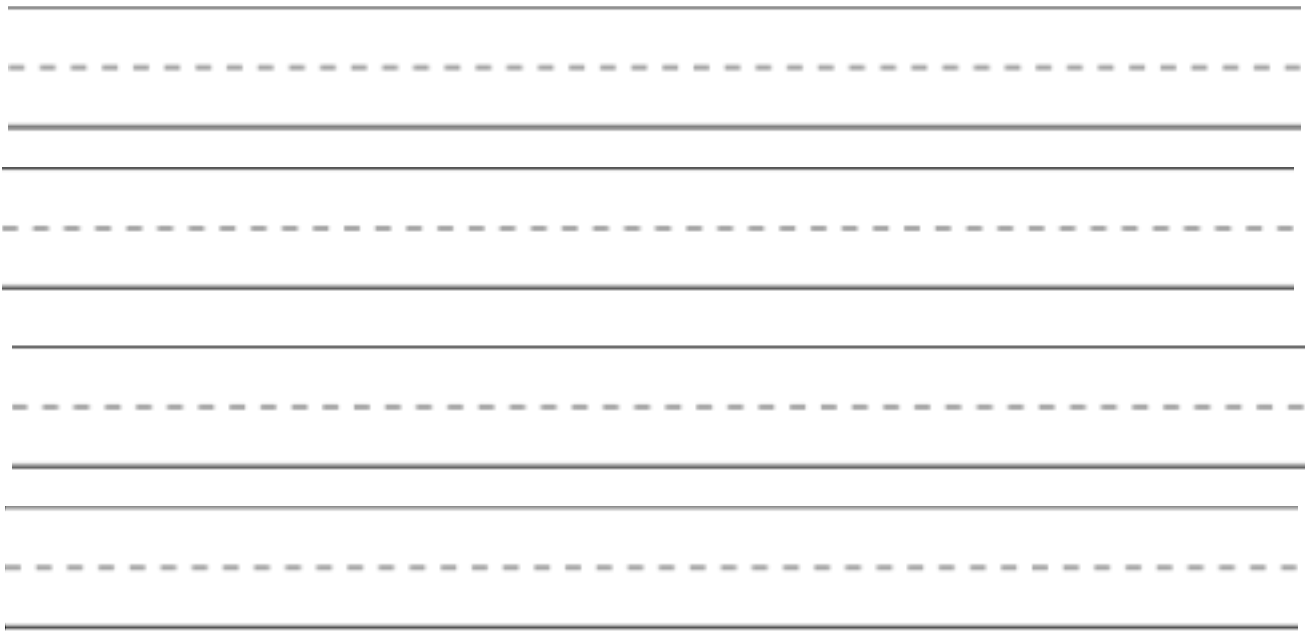
### Practice Time!

The practice area consists of five sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. There are five such sets stacked vertically, each with a small gap between them.

## Psalm 139: 14

I praise you because I  
am fearfully and  
wonderfully made; Your  
works are wonderful.

### Practice Time!



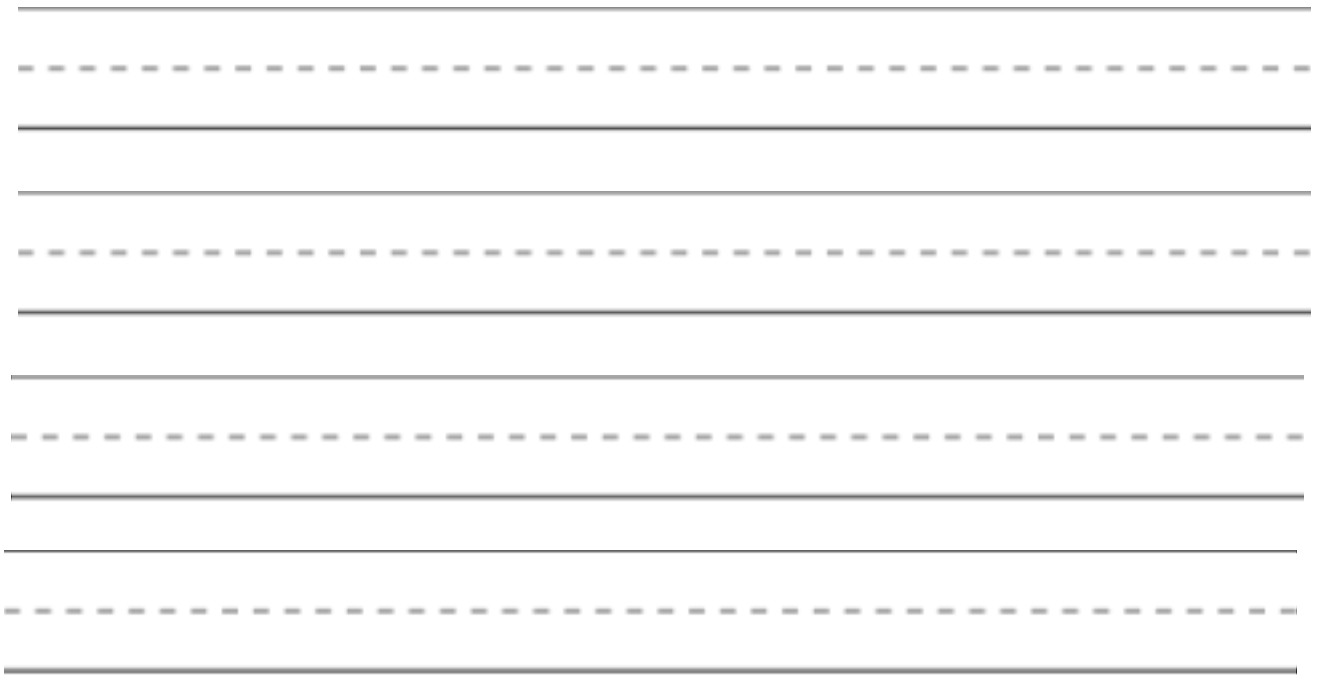
Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and writing practice.



## Isaiah 43:7

Everyone who is called  
by My name, whom I  
have created for My  
glory; I have formed  
him. Yes, I have made  
him.

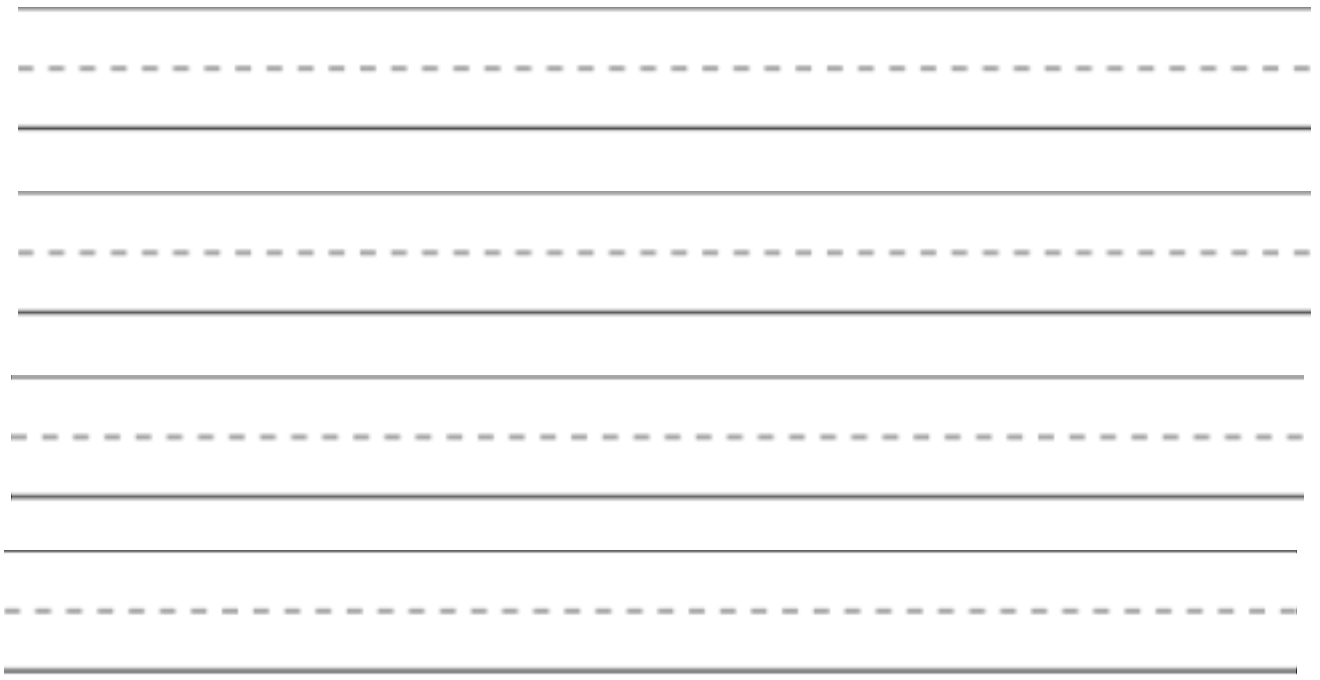
### Practice Time!

The image shows a series of horizontal lines for handwriting practice. Each set of lines consists of a solid top line, a dashed middle line, and a solid bottom line. There are five such sets of lines arranged vertically, providing space for practicing the text from the verse above.

## Luke 12:17

The very hairs of your head are numbered. Do not be afraid; you are worth more than many sparrows.

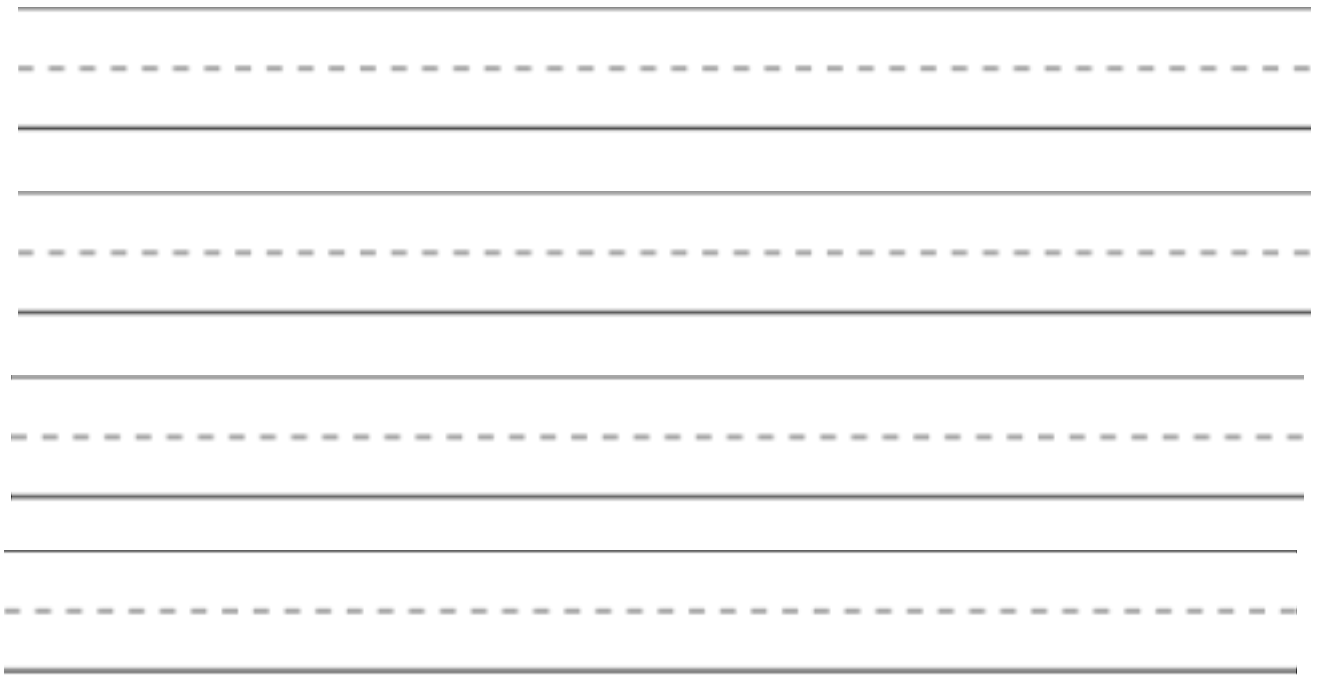
### Practice Time!

The image shows five sets of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

## 1 Corinthians 12:19

God has arranged the  
members of the body,  
every one of them,  
according to His design.

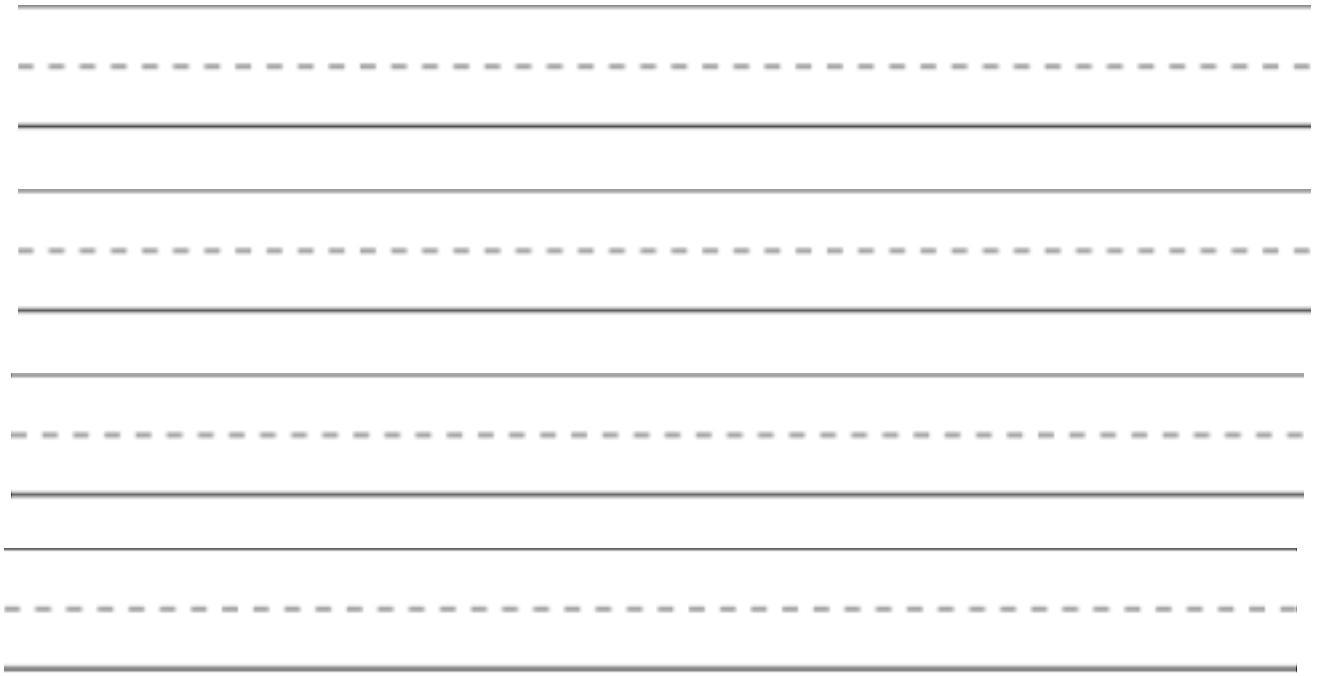
### Practice Time!

The practice area consists of five sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. There are five such sets stacked vertically, with no text written on them.

## Matthew 11:15

He who has ears, let  
him hear.

## Practice Time!

The image shows a series of horizontal lines for handwriting practice. Each set of lines consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines stacked vertically, providing a guide for letter height and placement.

*May*

## A Good Boy

By Robert Louis Stevenson

I woke before the morning, I was happy all the day,  
I never said an ugly word, but smiled and stuck to play.

And now at last the sun is going down behind the wood,  
And I am very happy, for I know that I've been good.

My bed is waiting cool and fresh, with linen smooth and fair,  
And I must be off to sleep in by, and not forget my prayer.

I know that, till to-morrow I shall see the sun arise,  
No ugly dream shall fright my mind, no ugly sight my eyes.

But slumber hold me tightly till I waken in the dawn,  
And hear the thrushes singing in the lilacs round the lawn.





May

Artist: Michelangelo

"Creation of Man"

1508-1512

Mural, Sistine Chapel Ceiling



## Week One

- 1). Print in color the "Creation of Man." [View ONLINE](#)
- 2) Show it for 5 minutes. Tell students to study it. Look for details.
- 3). Turn it face down. Ask students to describe the painting from memory.
- 4). Turn the painting face up again. While they are looking at it, ask them to describe it and to pick out details they didn't mention.
- 5). Discuss the painting. What is it? Who is in it? What do they like about it? How is it realistic? How is God depicted?

## Week Two

- 1). Learn about the artist [Michelangelo](#). View other famous [paintings](#): [HERE](#)
- 2). Michelangelo (1475- 1564) was an Italian Renaissance painter. Some of his famous contemporaries were Leonardo da Vinci, Raphael, and Donatello. He was known for his realistic paintings, sculptures, and murals. His most famous mural was the ceiling of the Sistine Chapel. [View the entire Sistine Chapel Ceiling](#)
- 3). Michelangelo was also a sculptor. Check out some of his statues such as David and the Pieta.
- 4) It took Michelangelo 4 years to paint the Sistine Chapel ceiling. He did it while lying on his back. This week, paint a picture while lying on your back.



# The Creation of Man



[LISTEN](#)

## Make Me a Channel of Your Peace

### Prayer of St. Francis

### Composer Sebastian Temple

Make me a channel of your peace:  
Where there is hatred, let me bring your love;  
where there is injury, your healing power,  
and where there's doubt, true faith in you.

Make me a channel of your peace:  
where there's despair in life let me bring hope;  
Where there is darkness, only light,  
and where there's sadness, ever joy.

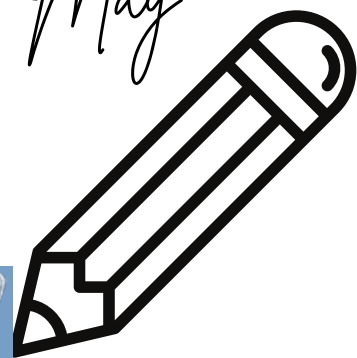
O, Spirit, grant that I may never seek  
so much to be consoled as to console,  
to be understood as to understand,  
to be loved as to love with all my soul.

Make me a channel of your peace:  
it is in pardoning that we are pardoned,  
in giving to all that we receive,  
and in dying that we're born to eternal life.

[LISTEN](#)



# Draw Human Anatomy



Simple  
Face



Eyes



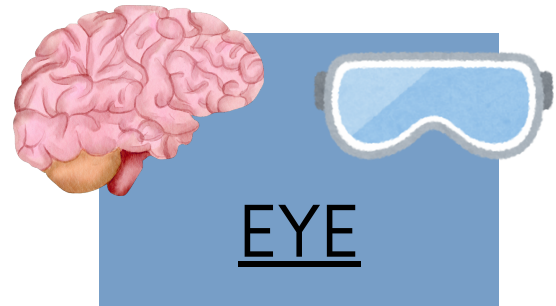
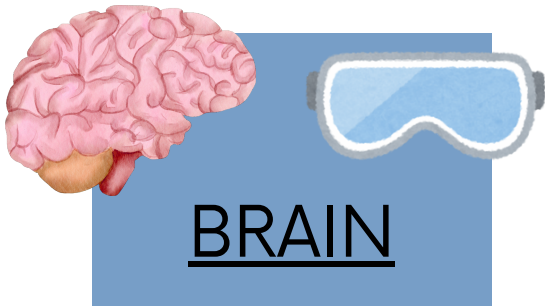
Hands



# Nervous System Activities

## Dissections

Order a few dissection kits. Compare a cow's eye and sheep's brain to a human's eye and brain.



## 5 Senses Experiments

**SIGHT:** Roll a ball back and forth while sitting on the floor with your child. Cover one eye. How hard is it to roll the ball to your child? Our eyes work together, so it is much harder if one of them is covered up.

**TOUCH:** Put random items in a bag. Without looking, reach in and feel each object. Guess what it is by the way it feels.

**SMELL:** Blind fold your child. Take turns putting different items by his or her nose. Guess what it is by its aroma or odor.

**TASTE:** Do the same things as the SMELL Experiment except give your child different food items to taste. Guess what it is by its taste. Test out the role of smell with regards to taste. While tasting foods, plug your child's nose. How does it affect his ability to taste the food?

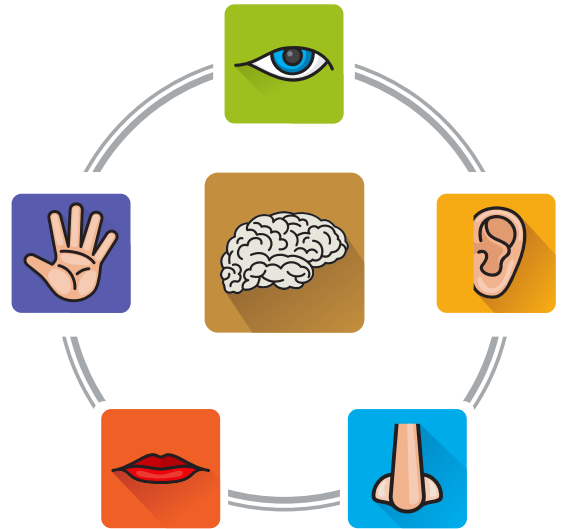




# Nervous System

## 5 Senses Experiments

**HEARING:** Collect different sounds. Record some like a car starting. Find some on the internet such as water rushing. Create some such as pots banging. Blind fold your child. This will help heighten his sense of hearing. Take turns playing or creating different sounds. How many can he or she guess?



**ALL FIVE SENSES:** Go on a Senses Scavenger Hunt.

- Give your child a list of sounds to listen for such as a bird singing or leaves crunching.
- Give your child a list of textures to find such as bumpy, soft, and wet.
- Give your child a list of sights to find such as colors and particular items in nature.
- Give your child a list of aromas to find such as fresh flowers. This list will be short.
- If you have edible plants such as herbs, fruit trees and non-poisonous mushrooms, give your child a list of tastes to find such as bitter, sweet, salty, or earthy. This portion of the scavenger hunt can be done inside so they can raid your pantry and refrigerator.



## Nervous System Activities

DNA encodes the genetic blueprint of life using four chemicals. It is a long molecule that looks a little like a rope ladder, only about 200,000,000 times smaller!

Following the instructions below, make a candy model of a piece of DNA.

### DNA Model

#### MATERIALS NEEDED:

- Soft candy that comes in four different colors such as gummy bears, gum drops, or mini marshmallows (10 of each color)
- Twizzlers (2) (or similar rope-like candy)
- Toothpicks (5)
- Paper
- Pen (or marker)

#### DIRECTIONS:

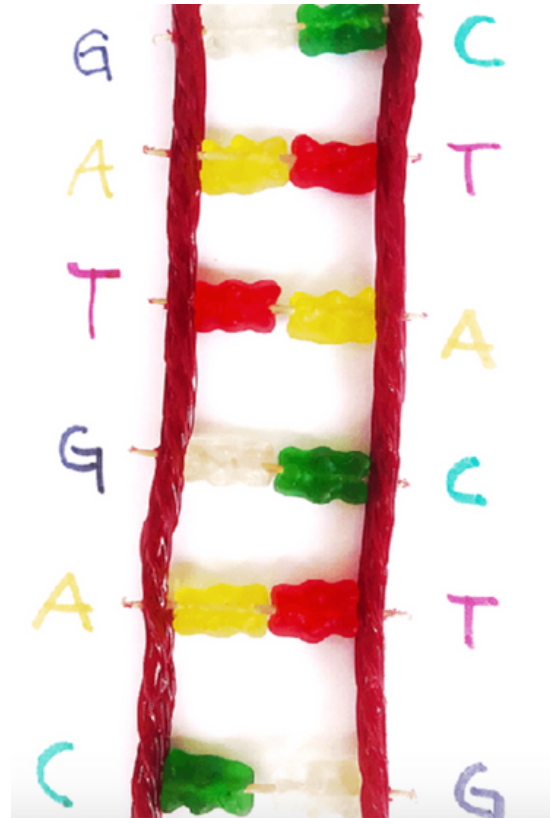
1. DNA uses four chemicals (adenine, guanine, thymine and cytosine) to encode the data. These chemicals are abbreviated by the letters A, T, C, and G. Use these candy colors: yellow (A), red (T), green (G), and clear (C).
2. These code chemicals always pair up in specific ways: A pairs with T, and C pairs with G. In your model, red only combines with yellow, and clear only combines with green. Use toothpicks to make colored pairs from your candies by sticking a candy on each end of the toothpick. You will create 6 pairs each of yellow-red and green-clear. No other combinations of colors are allowed.



## DNA Model

### DIRECTIONS:

3). To assemble your DNA model, lay two Twizzlers parallel to one another. Attach each pair to the Twizzlers so that each pair looks like ladder rungs.



### DIRECTIONS:

4). DNA is twisted. Hold one end of your model flat and carefully flip the other end over (180 degrees). This should create a twist!



# Circulatory System Activities

## Bruises

Blood vessels carry blood through our bodies.

Explain that capillaries are little blood vessels that are right under our skin. There are miles and miles of vessels in our body! When our skin is hit hard but isn't cut or opened, some of these capillaries pop or break causing the blood cells to collect under the skin. Since there is no opening (or cut) in the skin, the blood pools in one spot under the skin creating a bruise.

### DIRECTIONS:

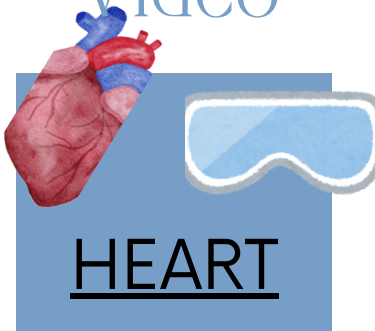
#### MATERIALS NEEDED:

- Red grapes or blueberries
- A few paper towels
- a ziplock bag

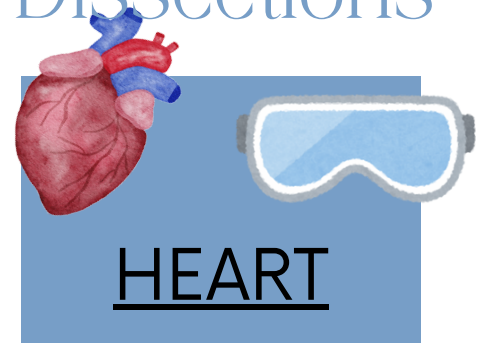
1. Wrap a few grapes in a paper towel and then place them inside a ziplock bag.
2. Let your kids hit the bag with their hands. Watch the grape's juice spread into the fibers of a paper towel.

The grapes are the capillaries and the bag acts as the skin. It does not allow "blood" to bleed outside of the "skin," but it does allow the "blood" (or juices) to gather under the skin in the paper towel.

## Video



## Dissections



# Circulatory System Activities

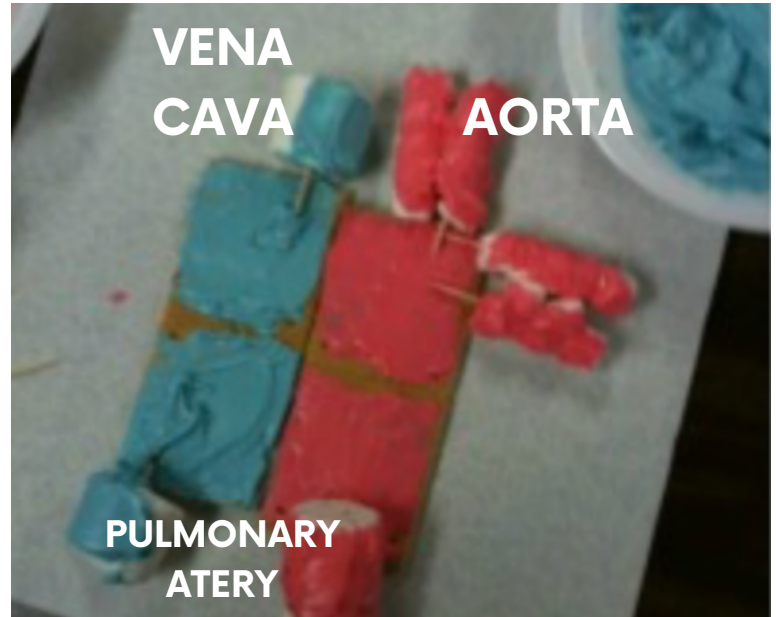
## Edible Heart

### MATERIALS NEEDED:

- 4 large rectangle graham crackers
- red icing and blue icing
- large marshmallows

### DIRECTIONS:

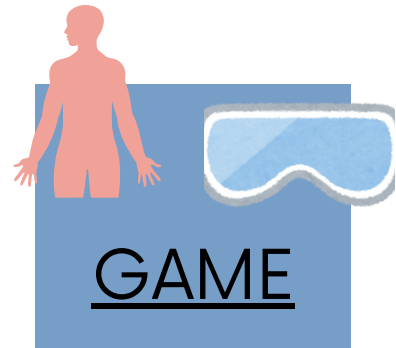
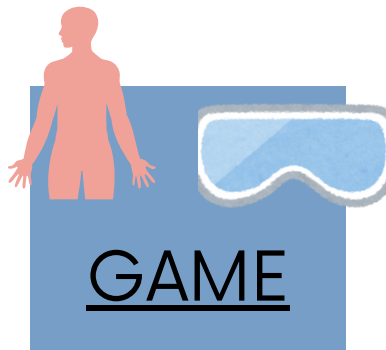
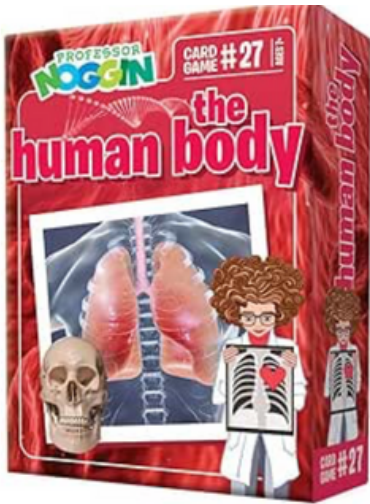
1. The four large rectangle graham crackers represent each chamber of the heart. Arrange them so there are two on top and two on the bottom.
2. Spread red icing on two crackers on the left side of the heart. This is the oxygenated side of the heart.
3. Spread blue icing on the two crackers on the other side. This is the non-oxygenated side of the heart.
4. Then using two large marshmallows, icing some red for the ascending aorta and some blue for the vena cava and pulmonary artery.
5. Attach the pulmonary artery to the bottom of the blue side of the heart and the vena cava to the top of the blue side. Then attach the aorta to the top of the red side of the heart.
6. If you want, you can attach a few mini marshmallows together with toothpicks, icing them with red icing and attach them to the red side of the graham cracker heart to represent the smaller veins.





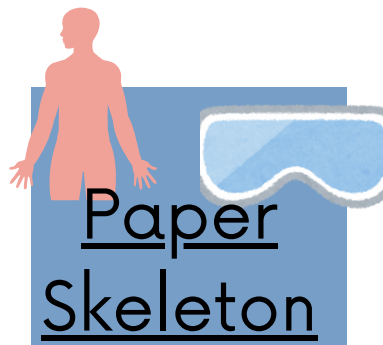
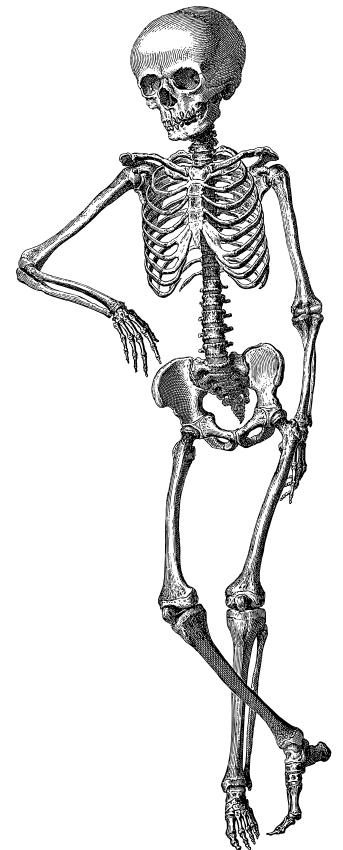
# Human Body Activities

Play a few Human Body Games to learn the different parts.



Use a paper skeleton from Halloween decorations (the old-fashioned kind with movable joints). Label the parts.

For Fun: Place a chicken bone into a jar of vinegar. After a few days, remove it. The bone will be rubbery. Try to break it! I bet you can't!





# Don't forget to check out other *Coffee With Carrie* RESOURCES



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