



September - May

# Morning Time Plans

## Days of Creation



Carrie De Francisco  
[www.coffee-with-carrie.org](http://www.coffee-with-carrie.org)

Simple Homeschooling



February

## THEME: Day Five of Creation (Part I- Marine Life)

*And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky" ... God blessed them and said, "Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth." And there was evening, and there was morning—the fifth day." ~Genesis 1: 20-23*

## Scripture

Throughout the month, read, discuss, and memorize Genesis 1: 20-23. Additional verses for older students: John 4:13-14, Proverbs 25:25, Ezekiel 38:20, Psalm 89:8-9, Psalm 93:4, Ecclesiastes 9:12, Matthew 4:19, and book of Jonah.

## Memory Work

Pick one of the Bible verses to use as copy work and/or memory work or memorize "At the Sea Side."

## Poetry

Read and discuss "At the Sea Side" by Stevenson.

## Art Study

Study the painting, "Red Hill, White Shell" by Georgia O'Keefe.

## Hymn Study

Listen to and learn the hymn "He's Got the Whole World in His Hands."

## Nature Study

Observe shells and tidepools. Visit an aquarium and observe fish and marine mammals. Research and draw.

## Experiments &amp; Crafts

Draw and classify mollusks and seashells. Paint seashells and make shell mobiles. Observe and dissect fish. Draw them. Paint traditional Japanese Gyotaku fish paintings. Create salt water and experiment with it. Make salt crystals for sea water.

## Read Aloud

Read picture books about marine life and marine mammals. Read some of these: A House for Hermit Crab by Carle, Island Boy by Cooney, Giant Squid by Fleming, Swimmy by Lionni, Baby Beluga by Wolff, Floatsom by Weisner, Night of the Moonjellies by Shasha, and the chapter books Island of Blue Dolphins by O'Dell or Twenty Thousand Leagues Under the Sea by Verne.



DAILY

Read Genesis 1. Memorize Genesis 1: 20-23.  
Memorize a portion of "At the Sea Side" by Stevenson.  
Learn "He's Got the Whole World in His Hands."  
Read Aloud a picture book on marine life or marine mammals.

Week One

Read "At the Sea Side". Discuss the vocabulary. Begin to memorize it.  
Older students can analyze its rhyming pattern.  
Do Week One of Art Study.  
Do one of the science experiments and one of the craft projects.  
Focus on Tide Pools this week. Draw and research different echinoderms (sea stars, urchins, sea cucumbers, & sea dollars) and Cnidaria (jellyfish and sea anemone). Visit a beach, tide pool or an aquarium.

Week Two

Do Week Two of Art Study.  
Do one of the science experiments and one of the craft projects.  
Focus on mollusks and sea shells this week. Sort, classify, and draw seashells. Visit a beach, tide pool or an aquarium.

Week Three

Do Hymn study. Listen to and learn "He's Got the Whole World."  
Do one of the science experiments and one of the craft projects.  
Focus on fish and sharks this week. Draw and research different fish, including sharks and rays. Visit a pond or an aquarium. Watch a few "Shark Week" documentaries.

Week Four

Finish memorizing "At the Sea Side."  
Focus on marine mammals this week. Draw and research whales, dolphins, seals, etc. Visit an aquarium if you haven't yet.



February

## RESEARCH

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

The Great Barrier Reef  
How do bioluminescent animals produce their light?  
The adaptability of bioluminescent animals to their habitats  
Forms of pollution in marine environment  
The four classes of marine biology  
Effects of climate change in marine habitats  
Jacques-Yves Cousteau & Captain James Cook (1728-1779)  
Sylvia Earle and Eugenie Clark (the Shark Lady)  
Reasons for migration or migration patterns of whales  
The study of Oceanography, Gulf Stream and El Nino  
Creation of hurricanes and cyclones and recent damage caused by hurricanes in the past 100 years.  
Importance of kelp in balancing marine ecosystems

## HUMANITIES

Read aloud the fabled City of Atlantis.  
Read Greek myths about Poseidon (or Roman god, Neptune). Read Homer's Iliad and Odyssey. What is Poseidon's role in the conflict of the story?  
Read stories about mythical sea creatures such as the Leviathan, Loch Ness monster, Hydra of Lerna, mermaids and sirens.  
Read Aesop fables: "The Fisherman and the Little Fish" and "The Dog and the Oyster." Discuss the fable's moral. Find similar scripture.

## 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 repealing (or creating) a law that effects the health of the ocean and its inhabitants.  
Write a process paragraph (or "How To Paragraph") explaining how ocean currents work or how to cook a popular fish dish.  
Write haiku poems about sea animals, beaches, and/or the ocean.

## PRESENT

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

3D Model explaining submarine volcanoes or ocean vents  
Create Googleslides, reel, or video to teach younger siblings a topic you researched.  
Give a speech AS Jacques-Yves Cousteau, Captain James Cook, or Eugenie Clark. Share his/her life and discoveries in first person.





## Memorize

*And God said, "Let the water teem with living creatures, and let birds fly above the earth across the vault of the sky" ... God blessed them and said, "Be fruitful and increase in number and fill the water in the seas, and let the birds increase on the earth." And there was evening, and there was morning—the fifth day." ~Genesis 1: 20-23*

## 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.



## 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.

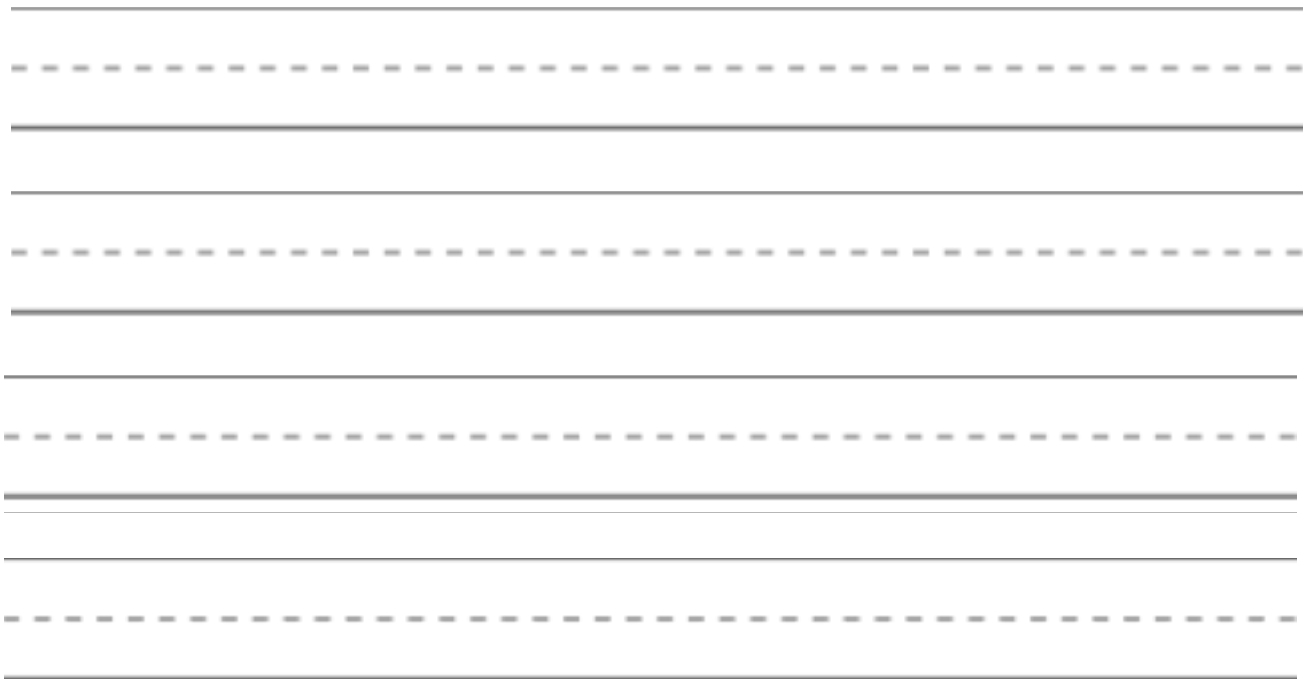
Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image 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.



## John 4:14

Whoever drinks the  
water I give them  
will never thirst.

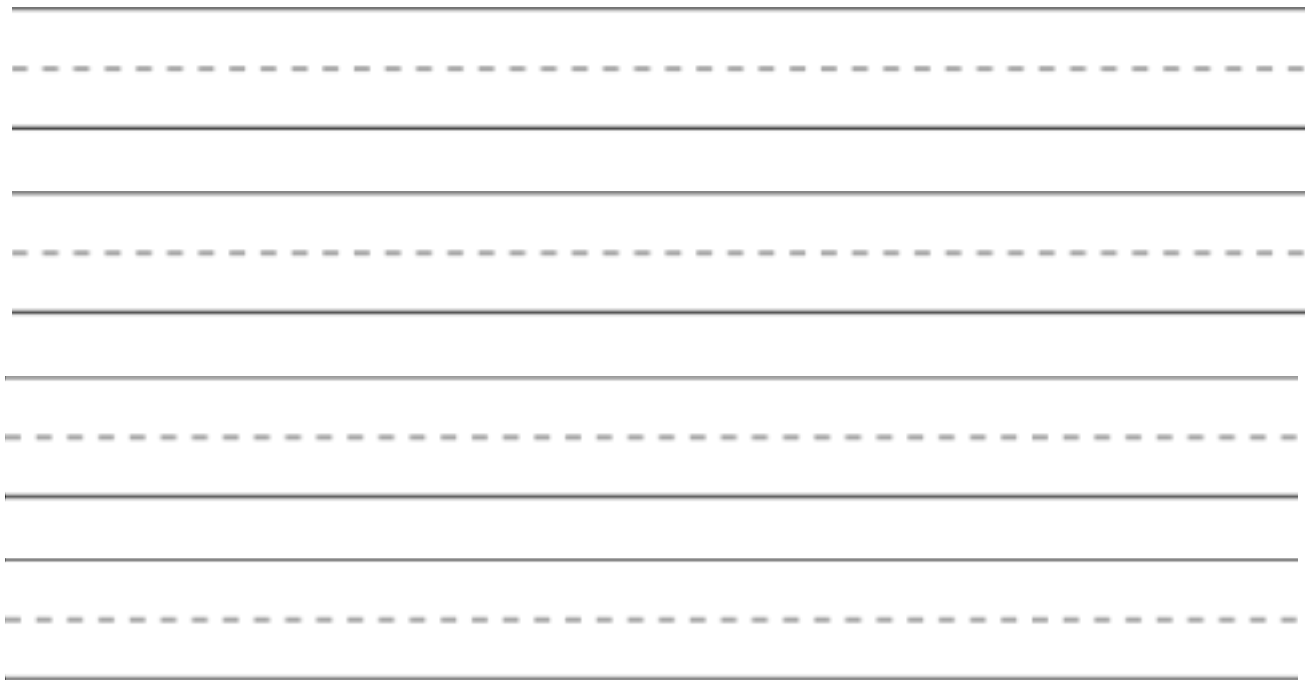
### Practice Time!

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.

## Proverbs 25:25

Like cold water is to  
a thirsty soul, so is  
good news from a  
far country.

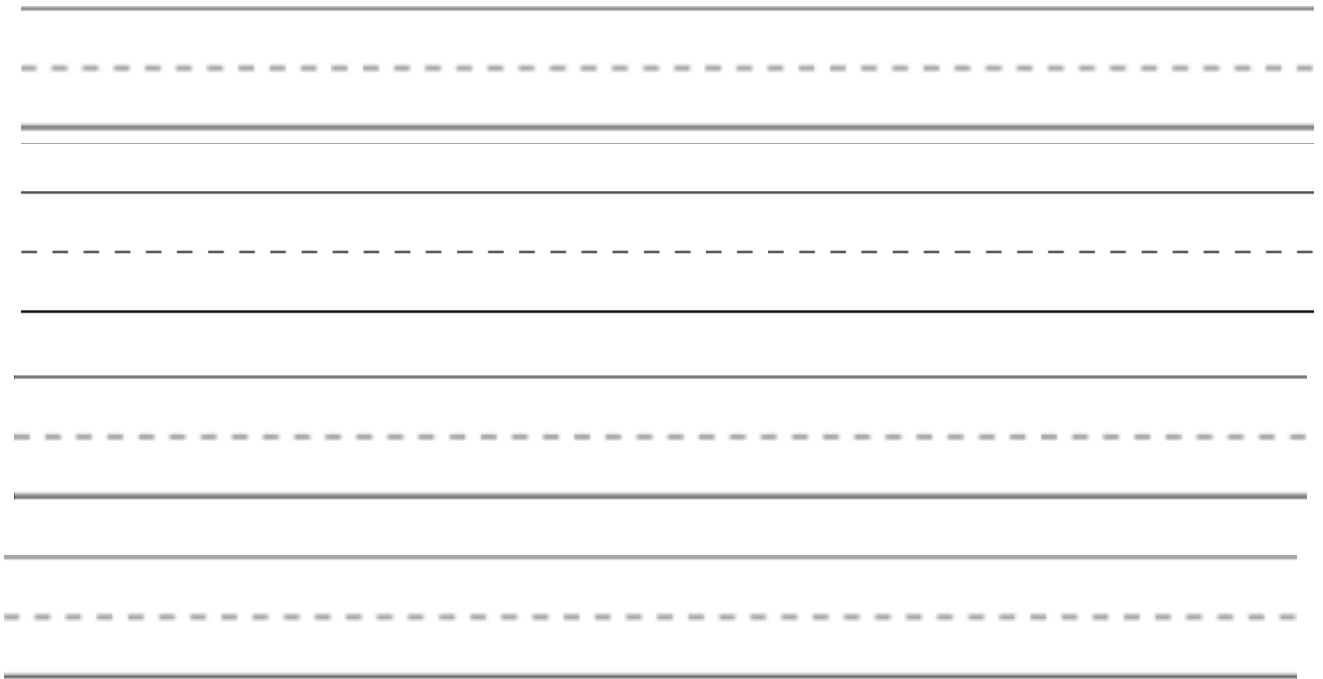
### Practice Time!

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

## Proverbs 89:9

You rule over the  
surging sea; when its  
waves mount up, You  
still them.

### Practice Time!



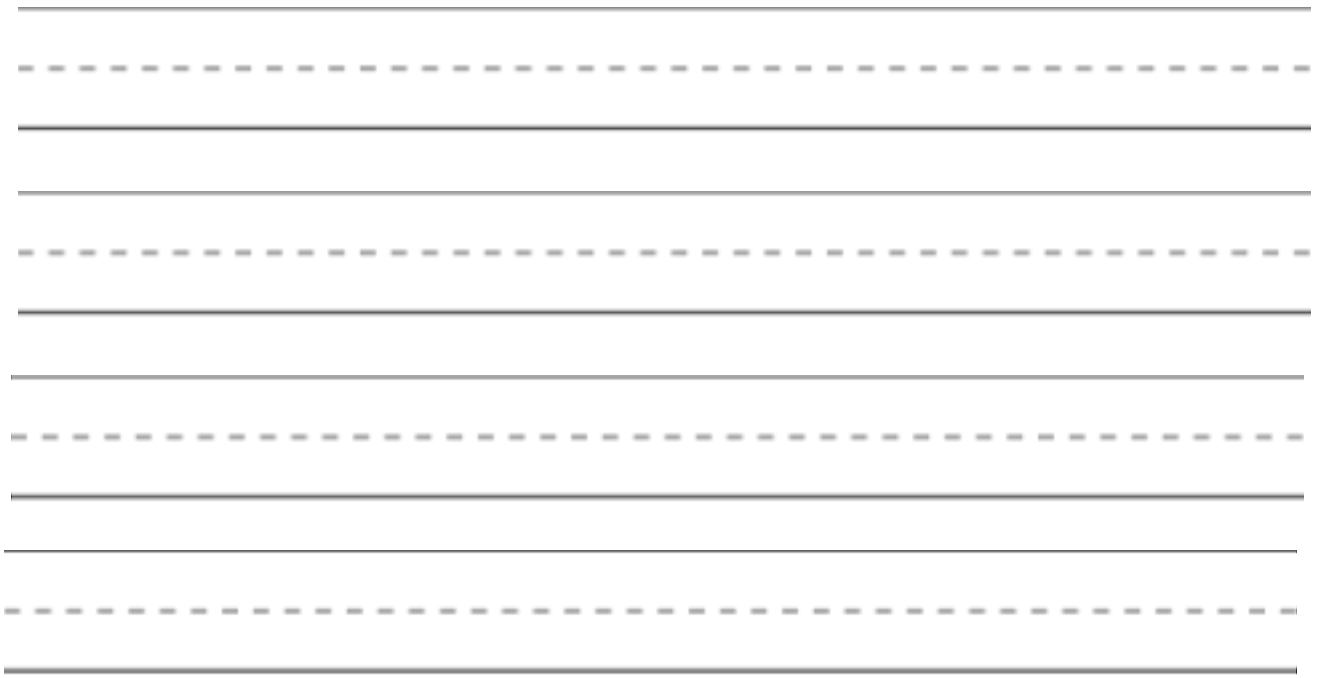
Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid) for tracing and writing practice.



## Psalm 93:4

God is mightier than  
the breakers of the  
sea. The Lord on high  
is mighty.

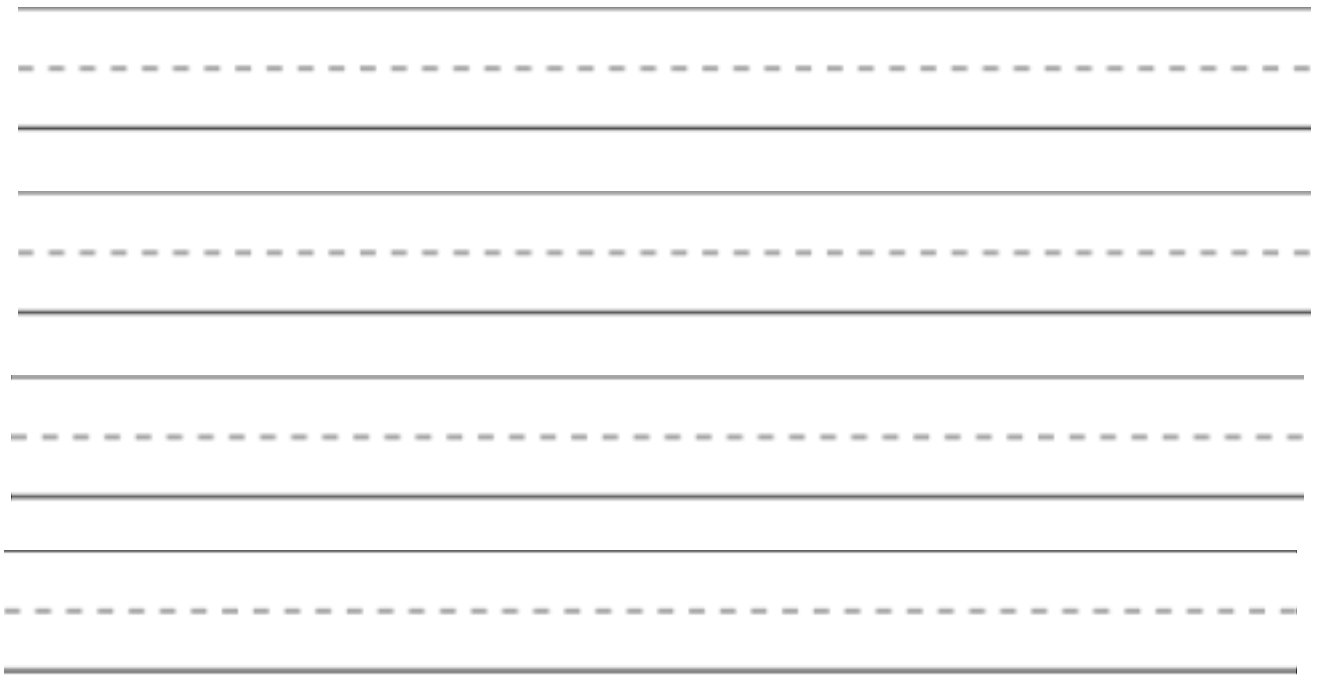
### Practice Time!

The practice section 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 a final solid line at the bottom.

## Matthew 4:19

Come, follow me. I  
will make you fishers  
of men.

## Practice Time!

The image shows a series of horizontal lines for handwriting practice. Each set 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 space for practicing the sentence from Matthew 4:19.

At the Sea Side  
by Robert Louis Stevenson

When I was down beside the sea  
A wooden spade they gave to me  
To dig the sandy shore.  
My holes were empty like a cup.  
In every hole the sea came up  
Till it could come no more.



LISTEN

## He's Got the Whole World in His Hands African Spiritual

He's got the whole world in his hands.  
He's got the whole world in his hands.  
He's got the whole world in his hands.  
He's got the whole world in his hands.

LISTEN

He's got the wind and the rain in his hands.  
(Sing three times)  
He's got the whole world in his hands.

He's got the little tiny baby in his hands.  
(Sing three times)  
He's got the whole world in his hands.

WATCH

He's got you and me, brother, in his hands.  
(Sing three times)  
He's got the whole world in his hands.



February

Artist: Georgia O'Keefe

"Red Hill, White Shell"

1936, United States

Oil on Canvas



### Week One

- 1). Print in color "Red Hill, White Shell" or [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? Where is it? What do they like about it? What colors do they see? What type of shell is it?

### Week Two

- 1). Learn about the artist [Georgia O'Keefe](#). Another [VIDEO](#)
- 2). She was known as the "Mother of American Modernism."
- 3). O'Keefe's was known for her bold use of color and use of geometric shapes when drawing items in nature in large scale. This is evident in O'Keefe's landscapes and still life paintings.
- 4). Look at her other paintings of sea shells. Which ones do you like best?
- 5). Look at her still life paintings of flowers. Which ones do you like best?



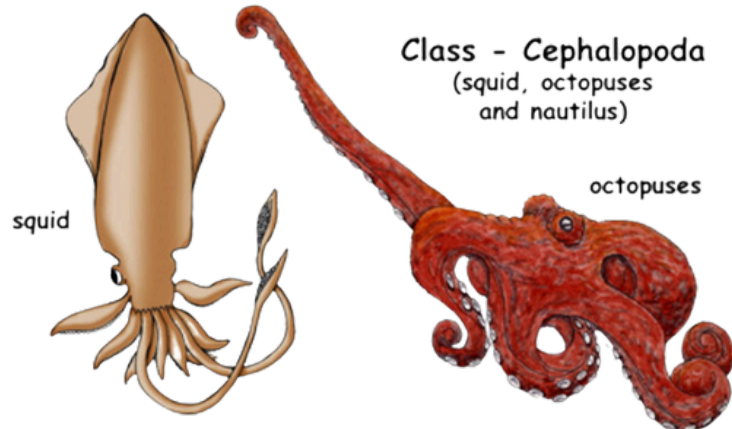




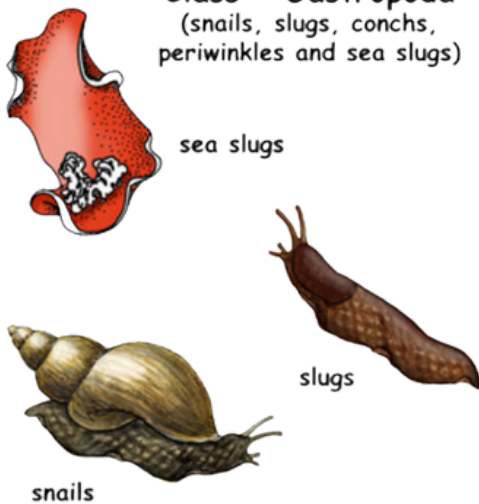
# Nature Journaling: Sea Shells

**Phylum - Mollusca**  
(Gastropods, Bivalves  
and Cephalopods)

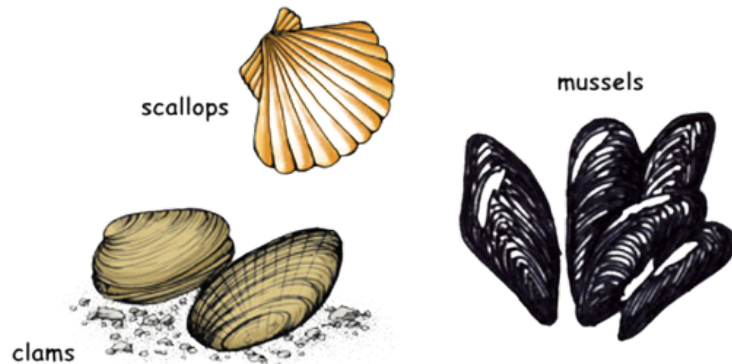
**Class - Cephalopoda**  
(squid, octopuses  
and nautilus)



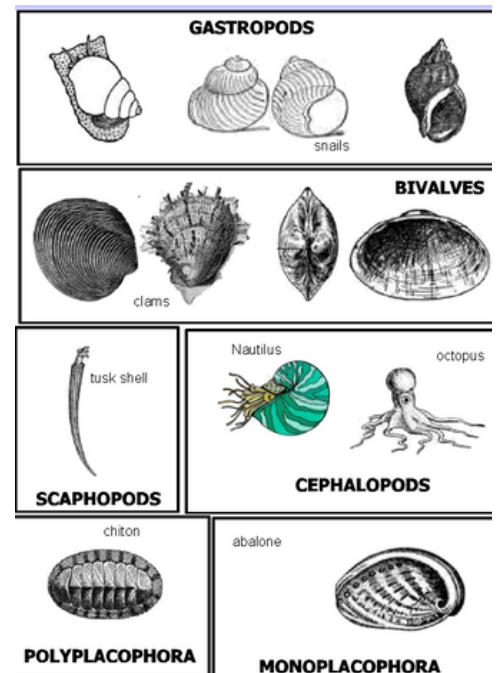
**Class - Gastropoda**  
(snails, slugs, conchs,  
periwinkles and sea slugs)



**Class - Bivalvia**  
(clams, oysters, mussels and scallops)



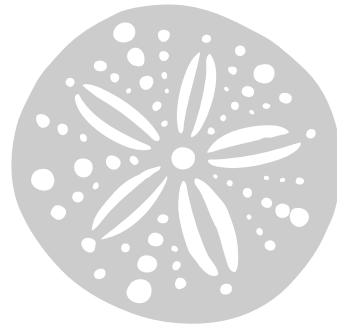
The phylum mollusk is divided into three common classes: univalves (gastropods), bivalves (2 shells), and cephalopods. Most sea shells found on the beach are classified as univalves (1 shell) and bivalves (2 shells).



# Nature Journaling: Sea Shells

Collect shells. Sort them. Identify them. Draw them.  
Classify them and discover which part of the mollusk family  
each shell belongs to.

Use the dichotomy handout  
to help you identify your sea  
shells.



Use the Shell Museum:  
Identify App to help you  
identify your sea shells. Take  
a picture of it with your  
phone, and the app will  
identify it for you.

Use the Jewels of the Sea  
Website to help you identify  
your sea shells. Compare  
your shells to the photographs  
on the website.



Univalve  
(Gastropods)



Bivalves  
(Two Shells)

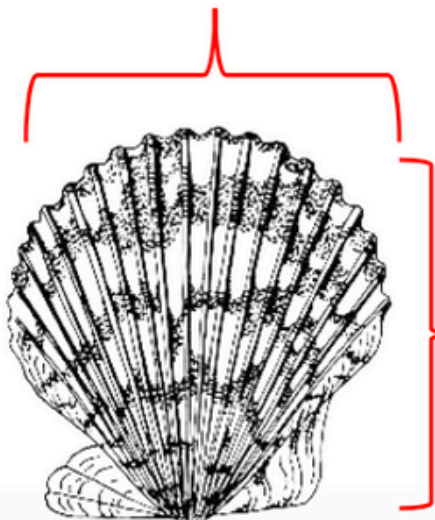




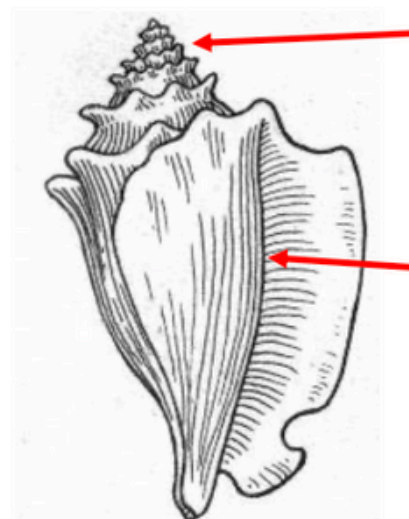
# Nature Journaling: Sea Shells

1a.	Is this a round bean-like shape?	<b>Yes:</b> Go to 2a <b>No:</b> Go to 1b
1b.	Is this a seashell?	<b>Yes:</b> Go to 3 <b>No:</b> Go to 2a
2a.	Does it have a gray or light grey coloration?	<b>Yes:</b> Nickernut bean <b>No:</b> Go to 2b
2b.	Does it have a light brown coloration with black stripe around center?	<b>Yes:</b> Brown hamburger bean <b>No:</b> Start over and observe more closely
3a.	Is this a flattened shell that appears to have been hinged to another shell, enclosing the animal in the center (bivalve shell)?	<b>Yes:</b> Go to 4a <b>No:</b> Go to 3b
3b.	Is this a spiral shell with one closed end and an opening on the other end (gastropod shell)?	<b>Yes:</b> Go to 5a <b>No:</b> Go to 4a
4a.	Is the shell thin and longer (horizontally) than it is tall (top to bottom)?	<b>Yes:</b> Stout tagelus <b>No:</b> Go to 4b
4b.	Is the shell thick, and is as long (horizontally) and as it is tall (top to bottom) at its widest points?	<b>Yes:</b> Bittersweet clam <b>No:</b> Go to 5a
5a.	Does the shell come to a prominent point at the spiral end?	<b>Yes:</b> Go to 6 <b>No:</b> Go to 5b
5b.	Does the shell <i>not</i> come to a prominent point at the spiral end?	<b>Yes:</b> Moon snail <b>No:</b> Go to 6a
6a.	Does the shell appear shiny and smooth to the touch?	<b>Yes:</b> Olive Shell <b>No:</b> Go to 6b
6b.	Does the shell appear opaque and looks rough to the touch?	<b>Yes:</b> Top snail <b>No:</b> Start over and observe more closely

Length (horizontal)



Height

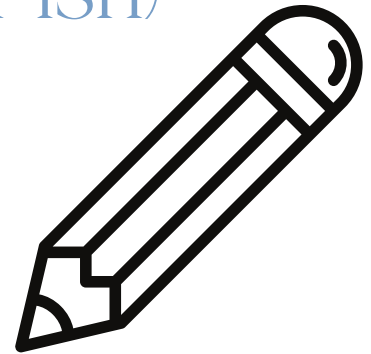


Spiral end

Opening



# Draw A Seahorse (or Fish)



Step 1: In your Nature Journal, draw a picture of a sea horse (or any kind of fish). Take your time and observe carefully where the fins, eyes, and gills are positioned. How does this help the fish?

Step 2: Copy the common name and Latin name neatly onto the top of the page.



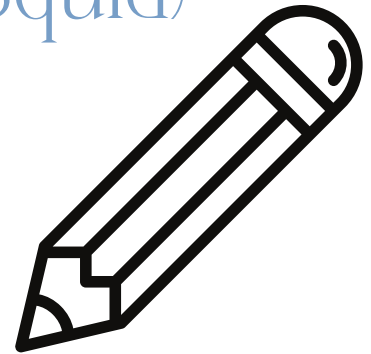
WATERCOLOR A SEAHORSEL

## WATCH





# Draw An Octopus (or Squid)



Step 1: In your Nature Journal, draw a picture of an octopus or squid. Take your time and see that you look carefully at where the eyes and tentacles are positioned. How does the cephalopod use these?

Step 2: Copy the common name and Latin name neatly onto the top of the page.

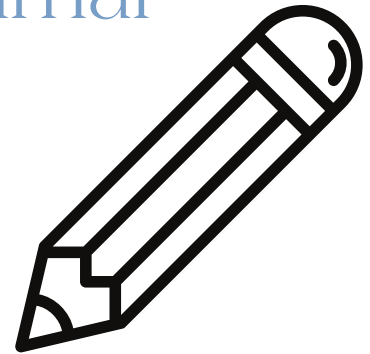
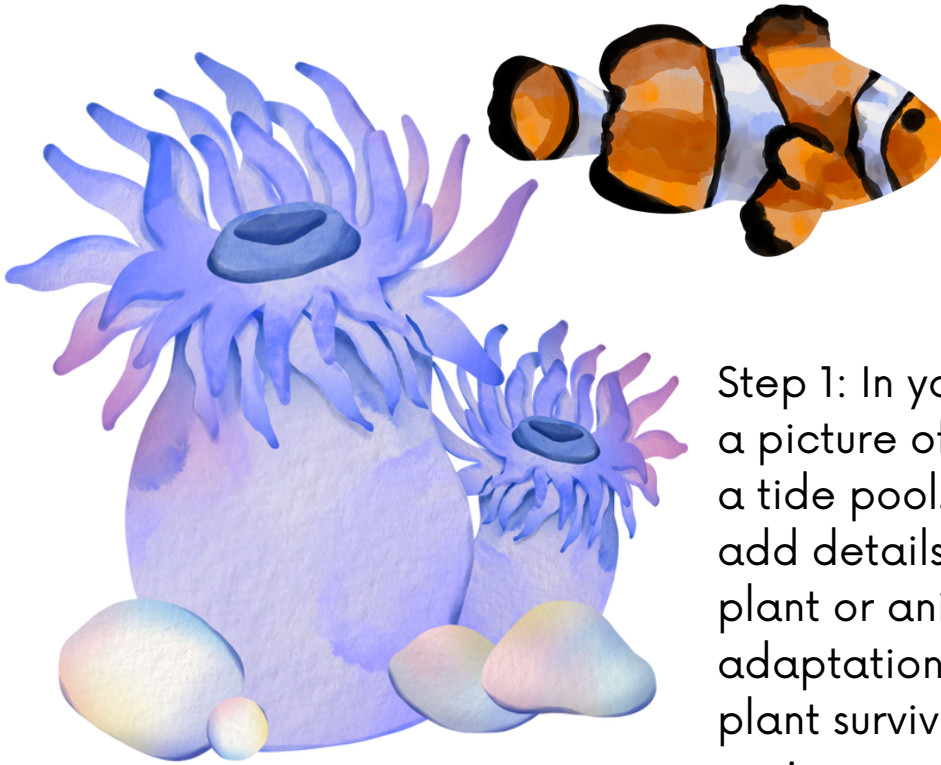


WATERCOLOR A JELLYFISH

## WATCH



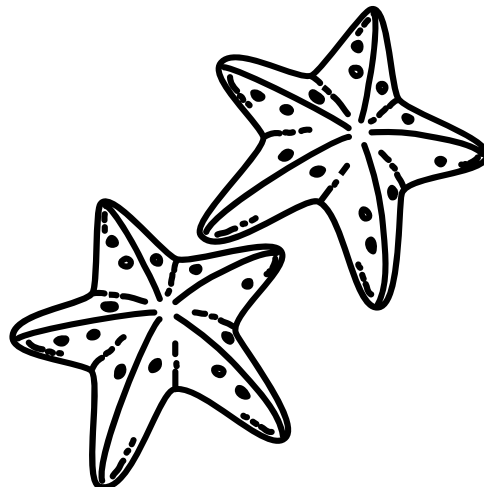
## Draw A Tide Pool Animal

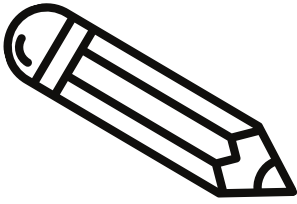


Step 1: In your Nature Journal, draw a picture of any animal that lives in a tide pool. Take your time and add details that are unique to that plant or animal. How do these adaptations help the animal or plant survive in a tide pool environment?



Step 2: Copy the common name and Latin name neatly onto the top of the page.



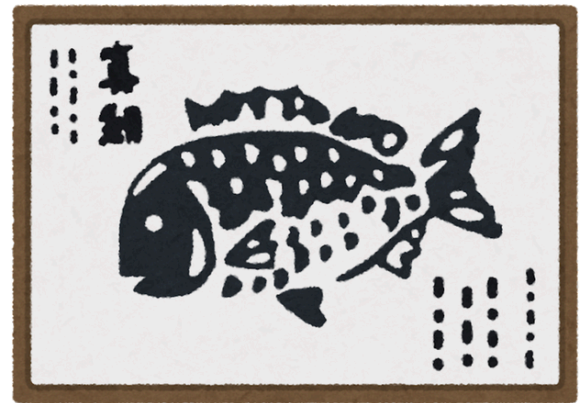


## Japanese Gyotaku: Fish Painting

Japanese gyotaku is a traditional form of printing that originated in Japan, dating back to the mid-19th century. The term "gyotaku" translates to "fish rubbing." This art form involves creating detailed prints of fish and other marine life by applying ink or paint to the fish's surface and then pressing paper onto it to capture the image.

Step 1: Gather black ink (or water-based black tempera paint), rice paper (or smooth, matte white paper), large paintbrush, and a whole fish.

Step 2: Dry the fish. Spread out its fins. Apply ink over the entire fish including the dorsal fins. Pat excess paint off to avoid creating one big black blob print.



Step 3: Carefully place rice paper on top of the fish. Gently rub your hand over the paper. Don't forget to rub the fins as well.

Step 4: Carefully peel the paper off. Set aside to dry.



## Sea Shell Crafts

Use Sea Shells as a canvas or to create outdoor mobiles.

### Paint Sea Shells

What you need:

- A variety of bivalve shells such as oyster shells and scallop shells
- Paint and sharpies (for added fun, use puffy paint)
- paint brushes

#### Variation 1

Use the inside of an oyster shell or the outside of a scallop shells as the canvas. Paint any beach or landscape scene in or on top of the shell.

#### Variation 2

Instead of painting rocks, paint sea shells. Paint a shell to look like a turtle, ladybug, flag, etc.

#### Variation 3

Enhance the beauty and symmetry of the shell by painting it several different colors or by outlining the ridges with one single color.



Make a Sea Shell  
Mobil or Wind Chime

WATCH





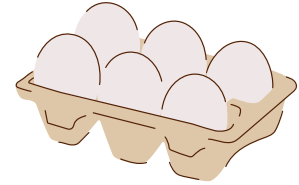
# Salt Water Experiments

**Collect salt water at the beach or create your own.**

Try these simple science experiments to learn about salinity & density.

**Which is denser?**

**Salt Water or Fresh Water**



What you need:

- Two glasses
- Salt
- Food coloring
- Water
- Spoon

**Will an egg sink or float in salt water?**

Use the salt water collected at the beach or created in the 1st experiment. Drop an egg into the water. Does it float or sink?

Saltwater is dense so the egg will float.

Directions:

1. In the first glass, add a couple of teaspoons of salt.
2. In the second glass, add several drops of food coloring.
3. Slowly pour warm tap water into both of the glasses.
4. Stir the salt water until the salt dissolves completely and stir the food coloring in the other glass until the food coloring mixes.
5. Slowly pour the colored water into the salt water glass.

Watch to see how the colored water rises to sit above the salt water.



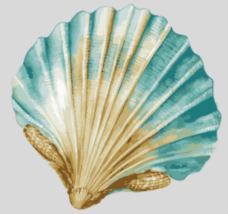
**Make crystals with salt water.**

Use the salt water collected at the beach or created in the 1st experiment. Pour it into a glass jar (shallow is best). Add your favorite food coloring. Place the jar in a warm, sunny spot. As the water evaporates, it will leave behind beautiful salt crystals.





# HAIKU PATTERN



TOPIC OR TITLE:

1ST LINE:  
5 SYLLABLES

2ND LINE:  
7 SYLLABLES

3RD LINE:  
5 SYLLABLES





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



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