



September - May

Morning Time Plans

Days of Creation



Carrie De Francisco
www.coffeewithcarrie.org

Simple Homeschooling



THEME: Day Three of Creation

"And God said, 'Let the waters under the sky be gathered into one place, so that the dry land may appear.' And it was so. God called the dry land 'earth,' and the gathering of waters He called 'seas.' And God saw that it was good...

And there was evening, and there was morning—the third day." ~Genesis 1: 9-13

Scripture

Throughout the month, read, discuss, and memorize Genesis 1:9-13. Additional verses for older students: Job 38:4-11, Psalm 95:4-5, Proverbs 8: 22-31, Psalm 104: 5-18, & Ps 18:2.

Memory Work

Pick one of the Bible verses to use as copy work and/or memory work or memorize "Autumn Fires."

Poetry

Read and discuss "Autumn Fires" by Robert Louis Stevenson.

Art Study

Study the painting, "The Giant Redwood" by Albert Bierstadt and learn about the artist.

Hymn Study

Listen to and learn the hymn "Peace Like a River."

Nature Study

Observe plants (trees & flowers), research, and draw them. Create leaf and bark rubbings. Press fresh flowers. Collect rocks, research them, and draw them.

Experiments & Crafts

Experiment with soil, photosynthesis, and rocks. Create a sediment jar and compost bin. Sort, identify, and classify rocks and minerals. Paint rocks and grow seeds. Learn how mountains are created.

Read Aloud

Read picture books about plants and rocks. Check out these favorites: A Rock Is Lively by Dianna Hutts Aston, A Seed is Sleepy by Dianna Aston, Up in the Garden and Down in the Dirt by Kate Messner, Celia Planted a Garden by Gary D. Schmidt, Little Seeds of Promise by Renia Metallinou, Miss Rumphius by Barbara Cooney, The Carrot Seed by Ruth Krauss, and The Sunflower House by Eve Bunting. Read My Side of the Mountain by George or Journey to the Center of the Earth by Jules Verne.



DAILY

Read Genesis 1. Memorize Genesis 1:9-13.
Memorize a portion of "Autumn Fires" by Robert Louis Stevenson.
Listen to "Peace Like a River" and learn it.
Read Aloud a picture book on plants, botany, rocks, and/or geology.

Week One

Read "Autumn Fires." 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.
Observe and draw the tree you drew in September. Notice the changes.
Plant a few seeds. Observe and record their growth.

Week Two

Do Week Two of Art Study.
Do one of the science experiments and one of the craft projects.
Continue observing and recording seed growth.

Week Three

Do Hymn study. Listen to and learn "Peace Like a River."
Do one of the science experiments and one of the craft projects.
Continue observing and recording seed growth.

Week Four

Finish memorizing "Autumn Fires."
Do one of the science experiments and one of the craft projects.
Continue observing and recording seed growth.



RESEARCH

Research one, some, or all of the following:

Carl Linnaeus, Father of Modern Botany
Gregor Johann Mendel, Father of Genetics
George Washington Carver, Crop Rotation
Career of plant geneticist
Genetic Engineering
Department of Agriculture and the FDA
James Hutton, Father of Modern Geology
Mineralogy
Types of rocks and famous rock formations
Types of Volcanos and earthquakes
Most destructive volcanic eruptions and earthquakes
Theodore Roosevelt and the history of US National Parks.

HUMANITIES

Read tall tales or Pourquoi stories (origin myths) such as Pecos Bill, Paul Bunyan, Hopi Legends, etc about different geological formations around the world (i.e. Grand Canyon, etc). Compare the myths to the Creation Account.
Learn about the Greek goddess of farming, Demeter, and the Greek myth of Persephone and the Seasons.
Learn about Hephaestus, the Greek god of rocks.
Read Jason and the Argonauts and learn about the Symplegades.

WRITING

Write one, some, or all of the following:

Write a research report on one of the research topics above.
Write a persuasive speech to ban genetic bioengineering (or vice versa).
Write a process paragraph (or "How To Paragraph") explaining how to classify rocks, minerals, plants and/or animals.
Write a poem about rocks, earth, flowers, and/or God as our Rock.

PRESENT

Share one of the following with your family:

3D Model explaining earthquakes, plate tectonics, and/or volcanoes.
Create Google Slides, reel, or video to teach younger siblings a topic you researched.
Give a speech AS Carl Linnaeus, George Washington Carver, or Teddy Roosevelt. Share his life and discoveries in first person.



Memorize

"And God said, 'Let the waters under the sky be gathered into one place, so that the dry land may appear.' And it was so. God called the dry land 'earth,' and the gathering of waters He called 'seas.' And God saw that it was good...

And there was evening, and there was morning—the third day." ~Genesis 1: 9-13

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.

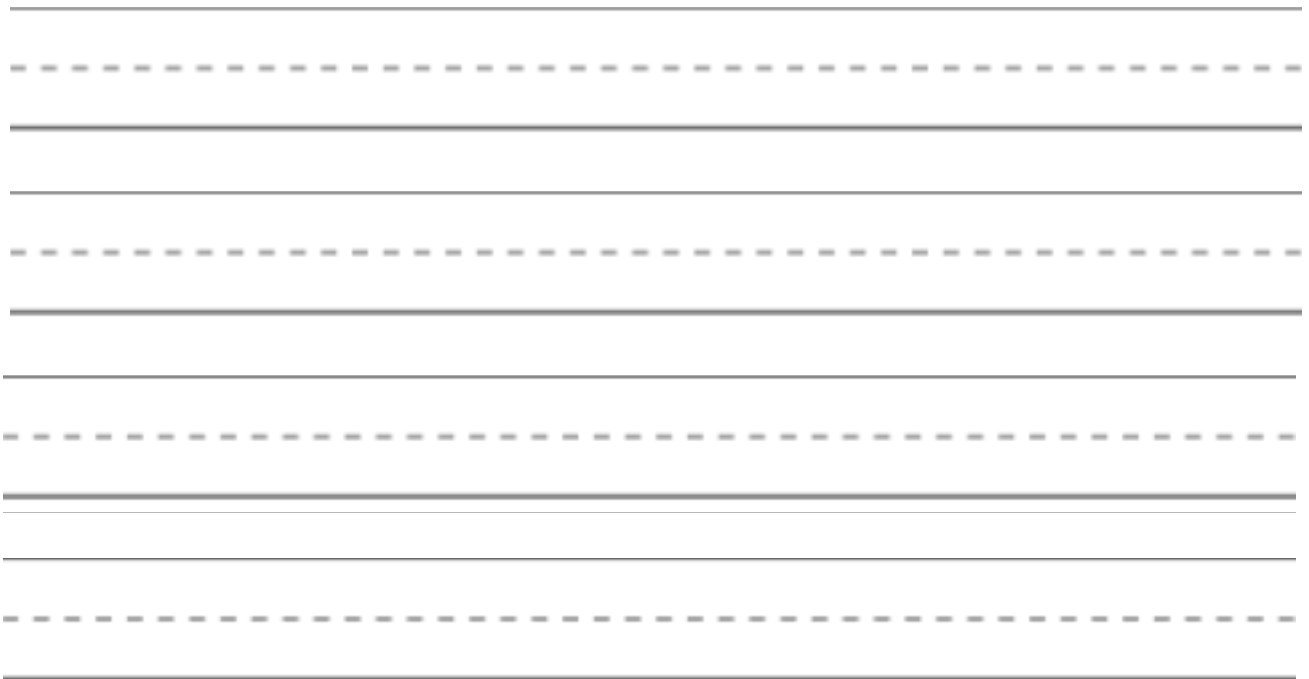
Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image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



Genesis 1: 10

God called the dry
land "earth."

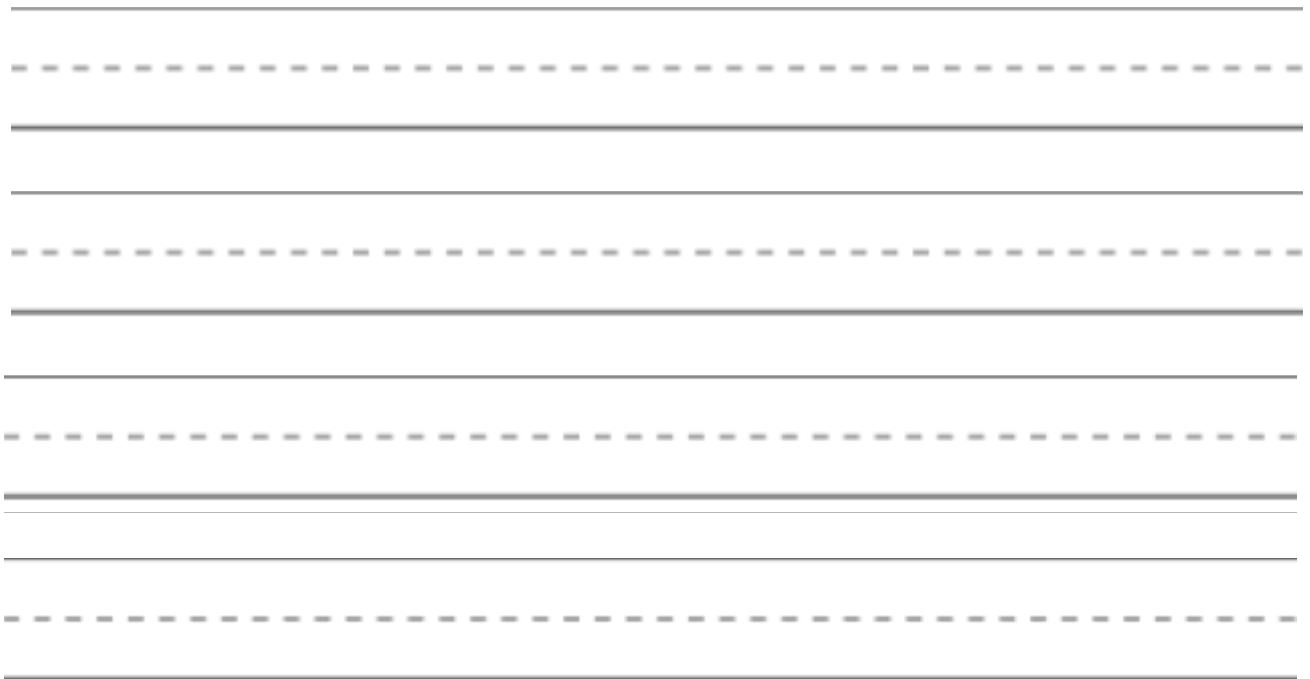
Practice Time!

The practice section consists of four 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 four such sets stacked vertically, each spanning the width of the page.

Genesis 1: 10

God called the
gathering of waters
the "sea."

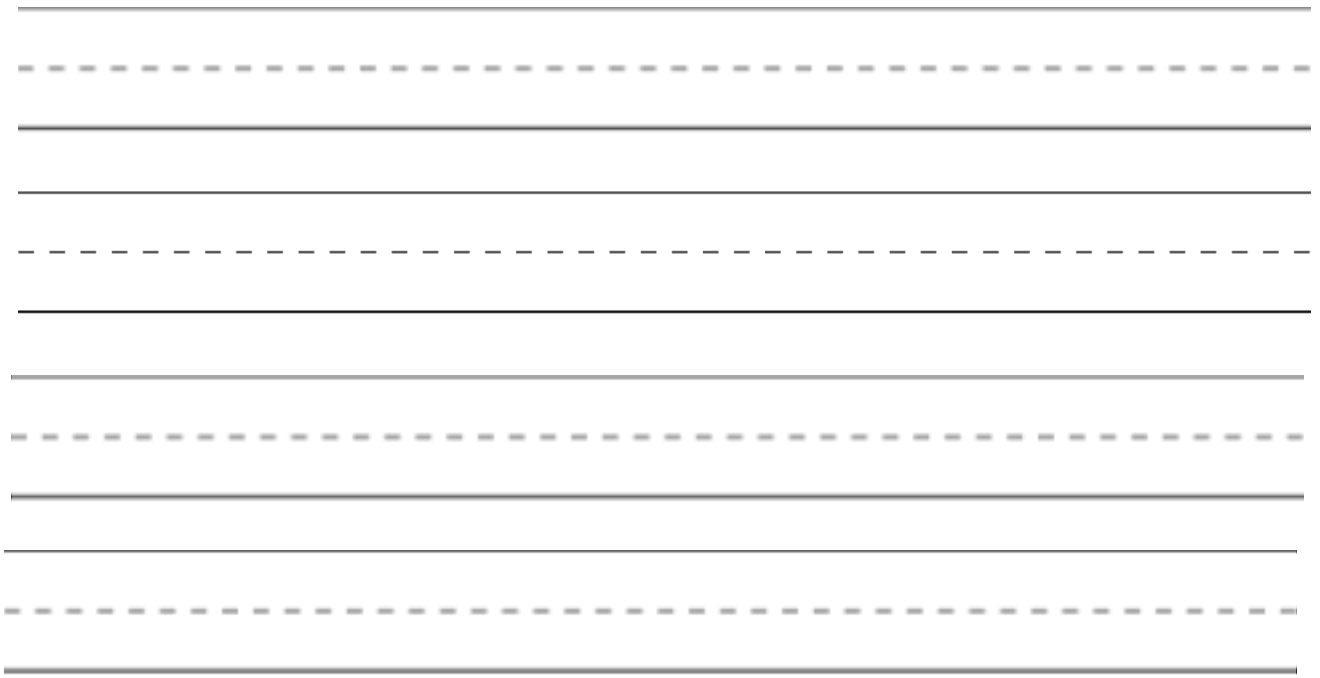
Practice Time!

The image shows four 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.

Psalm 95:4

He holds in his hands
the depths of the
earth and the
mightiest mountains.

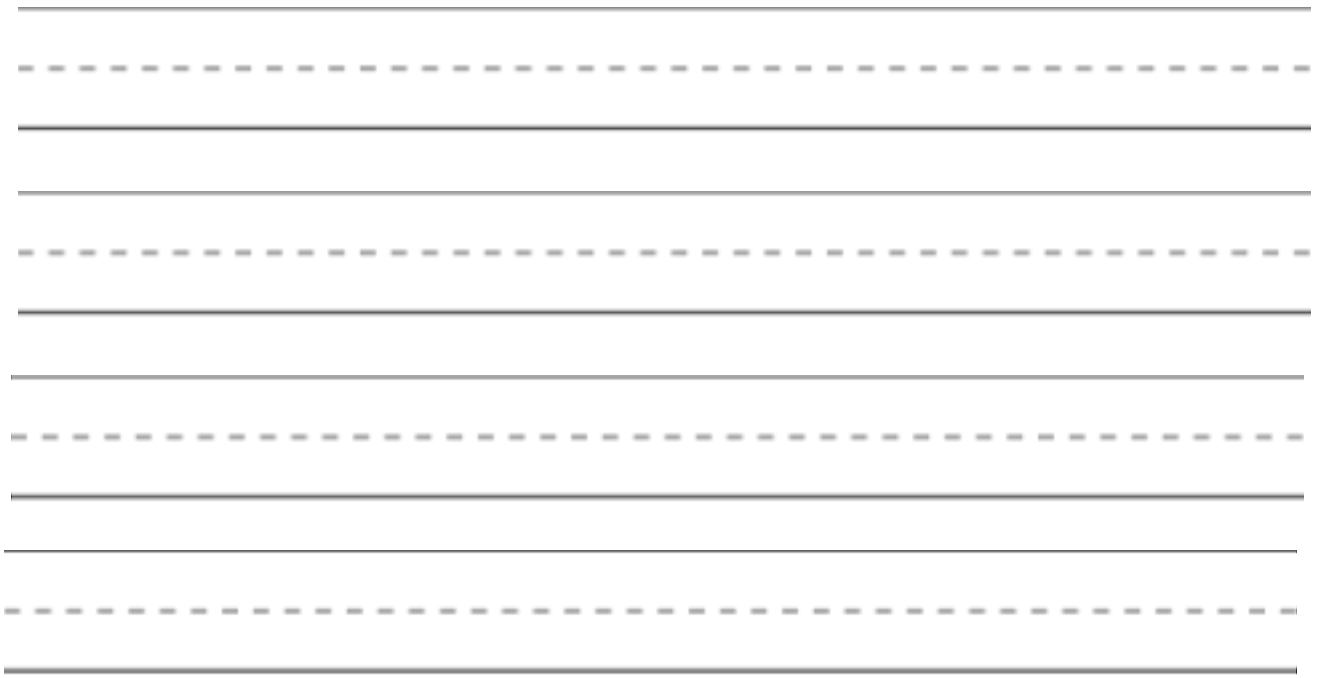
Practice Time!

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. These lines are intended for practicing the handwriting of the text from Psalm 95:4.

Psalm 18:2

The LORD is my rock,
my fortress, and my
savior in whom I find
protection.

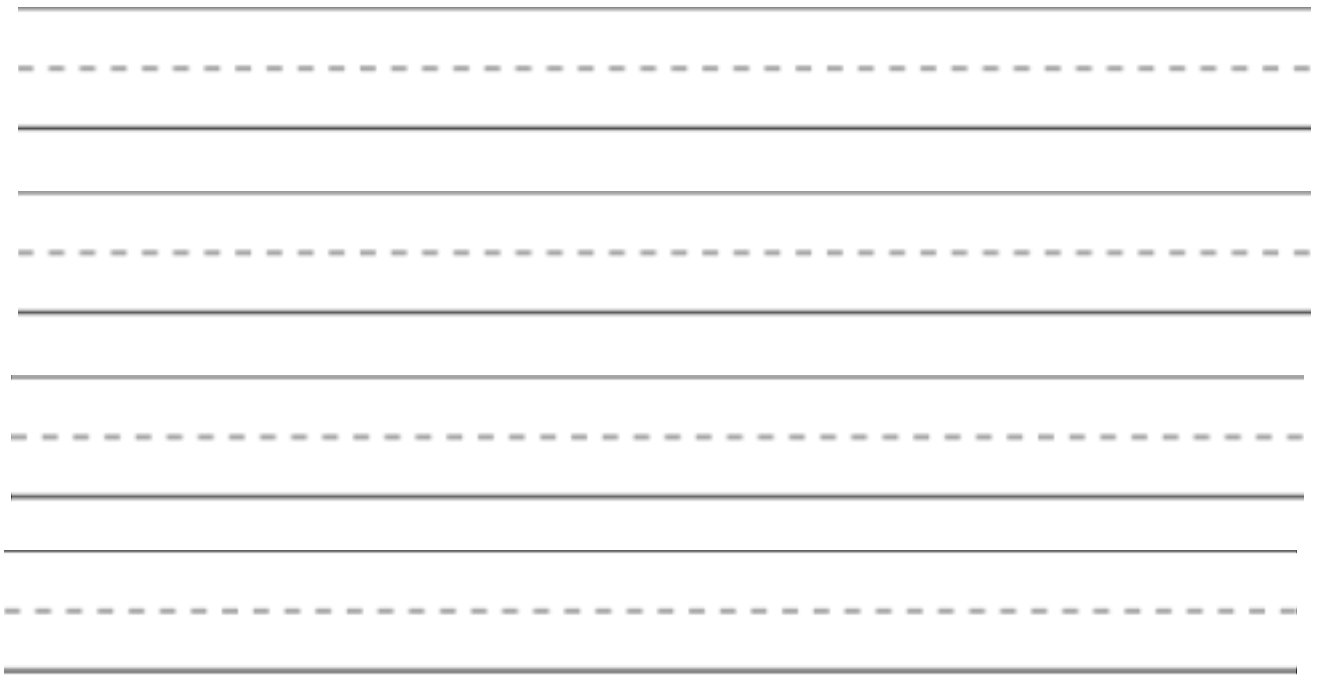
Practice Time!

The image shows four sets of handwriting practice lines. 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. These lines are intended for practicing the text from the verse above.

Psalm 1:3

He is like a tree
planted near streams
of water, that yields
its fruit in season.

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. These lines are intended for practicing the handwriting of the text from the previous section.



Autumn Fires

by Robert Louis Stevenson

In the other gardens
And all up the vale,
From the autumn bonfires
See the smoke trail!

Pleasant summer over
And all the summer flowers,
The red fire blazes,
The grey smoke towers.

Sing a song of seasons!
Something bright in all!
Flowers in the summer,
Fires in the fall!



LISTEN

Peace Like a River

I've got peace like a river,
I've got peace like a river,
I've got peace like a river in my soul.
I've got peace like a river,
I've got peace like a river,
I've got peace like a river in my soul.

LISTEN

I've got love like a river,
I've got love like a river,
I've got love like a river in my soul.
I've got love like a river,
I've got love like a river,
I've got love like a river in my soul

LISTEN

I've got joy like a river,
I've got joy like a river,
I've got joy like a river in my soul.
I've got joy like a river,
I've got joy like a river,
I've got joy like a river in my soul.

African-American spiritual





Horatio Gates Spafford
October 20, 1828 – Oct16, 1888
Born in Troy, New York



LISTEN

Since the first line in Spafford's hymn "It is Well With My Soul" is "When peace like a river," it is often mistaken for the hymn "I've Got Peace Like a River." Listen to both hymns and compare the message of each.

What do the following words mean?

- lot
- assurance
- helpless estate
- bliss

1). What words or phrases are repeated in both hymns? Why is the vocalist joyful?

2). In the first stanza of "It Is Well," what do you think Spafford meant when he sang, "Whatever my lot, thou hast taught me to say...It is well with my soul"?

3). In both hymns, similes are used to compare peace and joy with water. List each one. What other Bible verses remind us that our joy is found in the Lord not in our circumstances?





Artist: Albert Beirstadt, German American

1830-1902

"The Giant Redwood," 1633

Oil on canvas

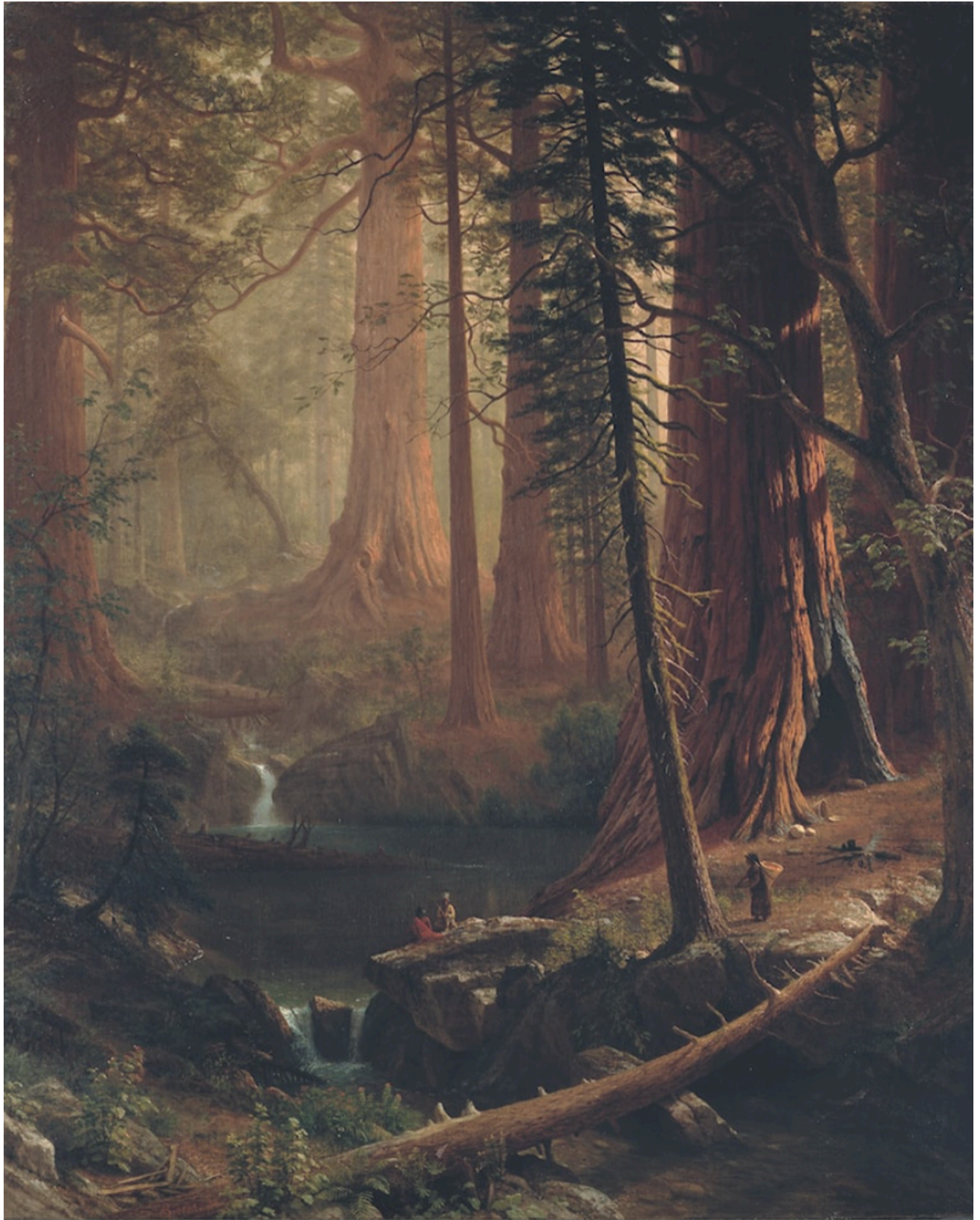
Week One

- 1). Print in color "The Giant Redwood."
- 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. Where is it? What is happening in it? When was it? Who is in it? What do you like about it? etc.

Week Two

- 1). Learn about the artist Albert Beirstadt. Observe other paintings by Beirstadt.
- 2). Many of his paintings are landscapes centering around nature, trees, national parks, and mountain ranges. How many do you recognize? How many have you personally visited?
- 3). Pick your favorite place to paint.





Seasonal Tree

Tree Drawing

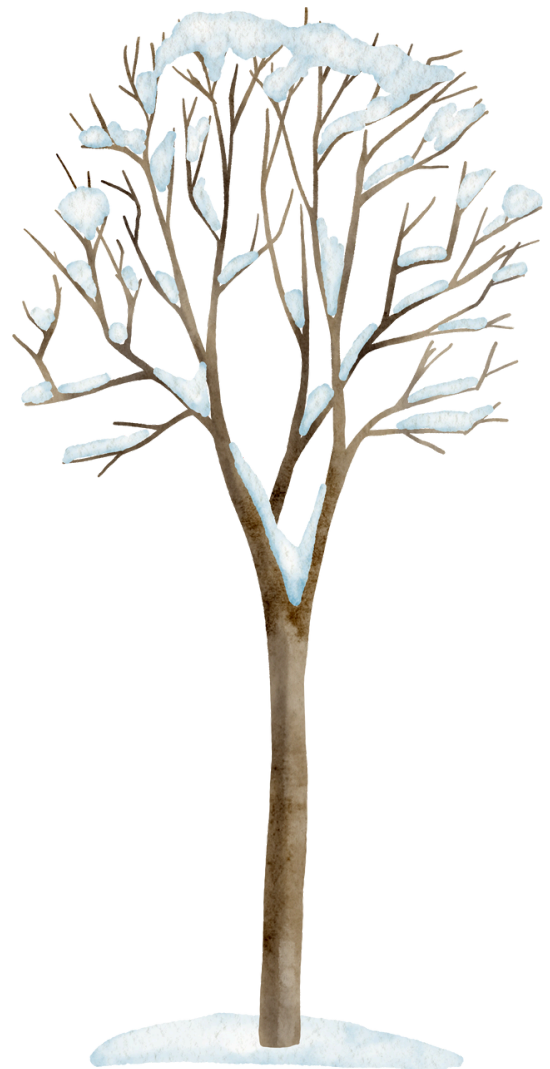
Do you remember the tree you drew in September? It's time to draw it again!

1st Activity: Draw the chosen tree early in the morning. Notice the colors and shadows. Next, draw the same tree at noon. Observe the colors and shadows. Then, draw the same tree in the afternoon. Finally, draw the same tree at dusk. What patterns did you notice? How did the light reflect on the tree and the colors change throughout the day?

2nd Activity: On a different day, draw the same tree in your nature journal. Record the month, day, and time. In two months, draw the same tree. Notice the changes. Record the month, day, and time. In the spring, draw the same tree. How has the tree changed? Record the month, day, and time. Finally, draw the same tree in the summer. Record the month, day, and time.



Watercolor Birch
Tutorial





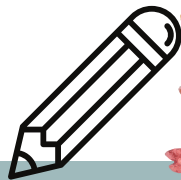
Plants & Seeds

Watercolor Leaves

Leaf Prints, Flower Press, & Bark Rubbings

During the month, observe different leaves, flowers, seed pods, and tree bark.

1. Collect different seed pods. Research the tree it belongs to and how the seed pod's construction helps with seed dispersion.
2. Collect different leaves. In your nature journal, place them under a page. Press the page down and then gently rub a crayon or colored pencil over the page. The leaf outline (with ridges) will emerge on your journal page. For fun, create a leaf rubbing collage using different colored pencils and different shaped leaves on one page.
3. Laminate each leaf to preserve their color during the fall and winter season. Place a leaf between two sheets of wax paper. Using a hot iron, press the leaf. Once the wax paper cools down, cut out the leaf shape. Research the tree each leaf belongs to.
4. Collect any flowers that may still be in bloom. Preserve them in two different ways: Flower Press and Flower Pounding. You can quickly press flowers in the microwave. Place the blooms on a paper towel and lay another paper towel on top. Place them inside the microwave and add weight by adding a microwave-safe casserole dish on top. Make sure all the flowers are under the weight. Microwave in 10 second "bursts" until the flowers are dry. You can also "pound" the pigment out of flowers onto your nature journal page to create flower art.
5. Don't forget to do a few tree bark rubbings in your nature journal too!



Watercolor Flowers



Flower Pounding Tutorial



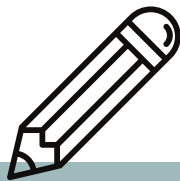
Rocks & Minerals

During the month, collect and observe different rocks and minerals.

Collect different rocks. Use the app, Rock Identifier: Stone ID, or something similar to identify the rock. Research it. Draw it in your nature journal.

Sort the rocks into different categories: shape, shiny, size, etc. For fun, pick a few smooth ones to paint. Make some rock art!

It is hard to find minerals out in nature. If you live close to a Natural History museum or if you live in an area known for its rock or mountain formations, then go to a local science or nature center. Check out their display of rocks and minerals.



Watercolor Amethyst



Watercolor Stones Tutorial



Rock & Mineral Activities

Rock Cycle Candy

Learn about the Rock Cycle with Starburst Candy!



INSTRUCTIONS

1. Cut one of each color Starburst into fourths to act as sediments.
2. Compact the pile of Starburst sediments together but do not form them, this will act as the Sedimentary Rock.
3. Apply heat and pressure to the "Sedimentary Rock" with your hands or press into a ziplock/Starburst bag. This can be any shape and will act as the Metamorphic Rock.
4. Place the "Metamorphic Rock" in a small bowl or on a plate and heat in the microwave for 30 seconds to turn the "Metamorphic Rock" into Magma.
5. Once the "Metamorphic Rock" cools it will then be an "Igneous Rock"
6. Start over with Step 1. When weathering and erosion happen it will turn the "Igneous Rock" back into sediments.

****You can do the same experiment with crayons or play dough**.**

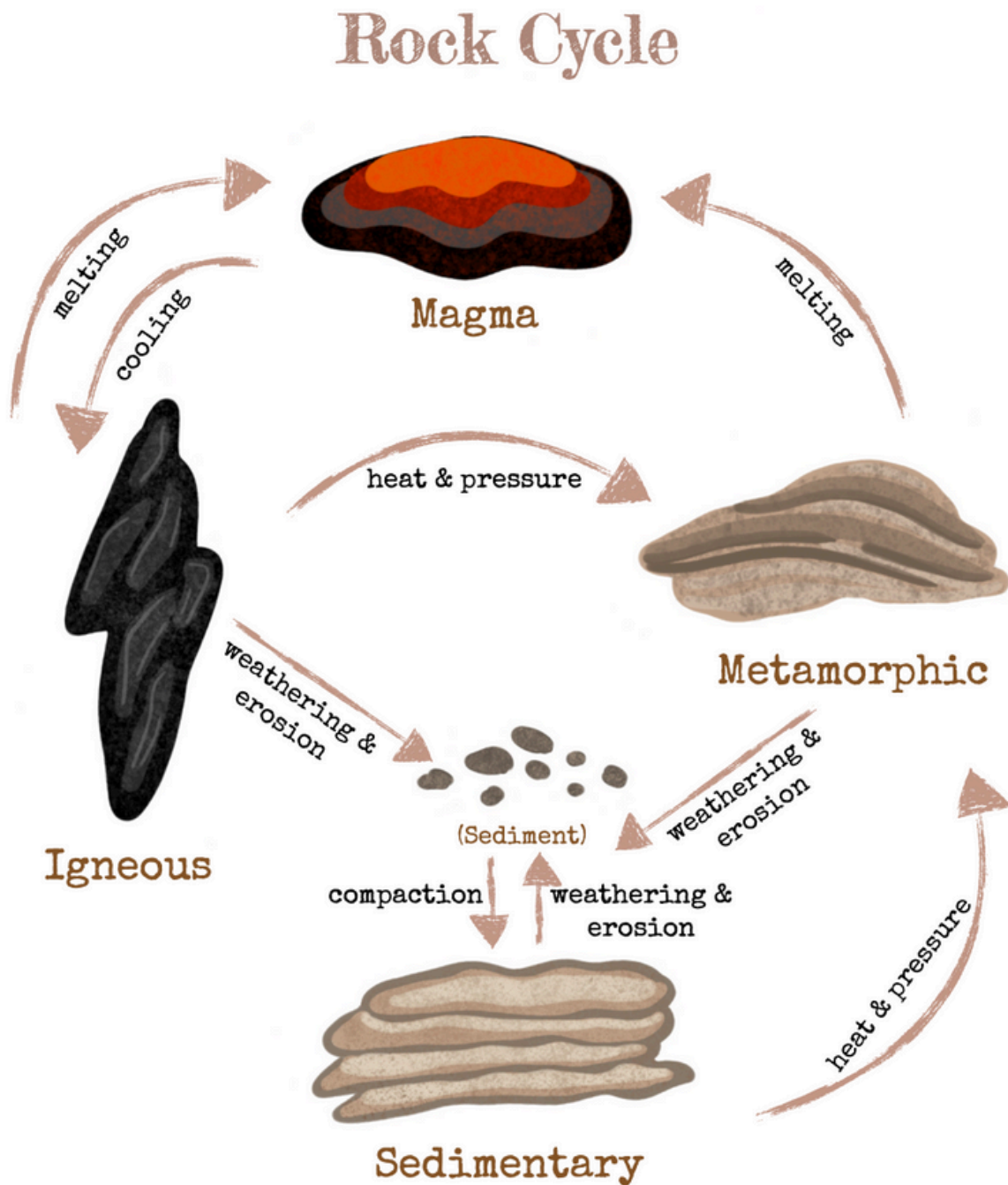
Minerals are the building blocks of rocks. Crystals are the building blocks of Minerals. Make some delicious edible "crystals."

INSTRUCTIONS

1. The day before starting your sugar crystal experiment, cut a piece of string a little longer than your jars. Tie one end of the string to a straw. Tie a knot in the other end. Get the strings wet and coat them in sugar. Let them dry overnight.
2. Over heat, dissolve 4 cups of sugar in one cup of water. Pour your sugar mixture into the jars. Add edible food coloring to each jar and add some edible glitter.
3. Lower the string into the jar and place the jars in a safe sunny place. Leave the sugar crystals to form for at least a week.
4. Before eating your sugar crystals, look at them up close with a magnifying glass.



Draw the Rock Cycle in your nature journal.



[Purchase Rock and Mineral Classification Kits](#)
[Purchase Geode Kits](#)

Soil & Sediment Activities

Sediment Jar

The Rock Cycle begins with sediment.

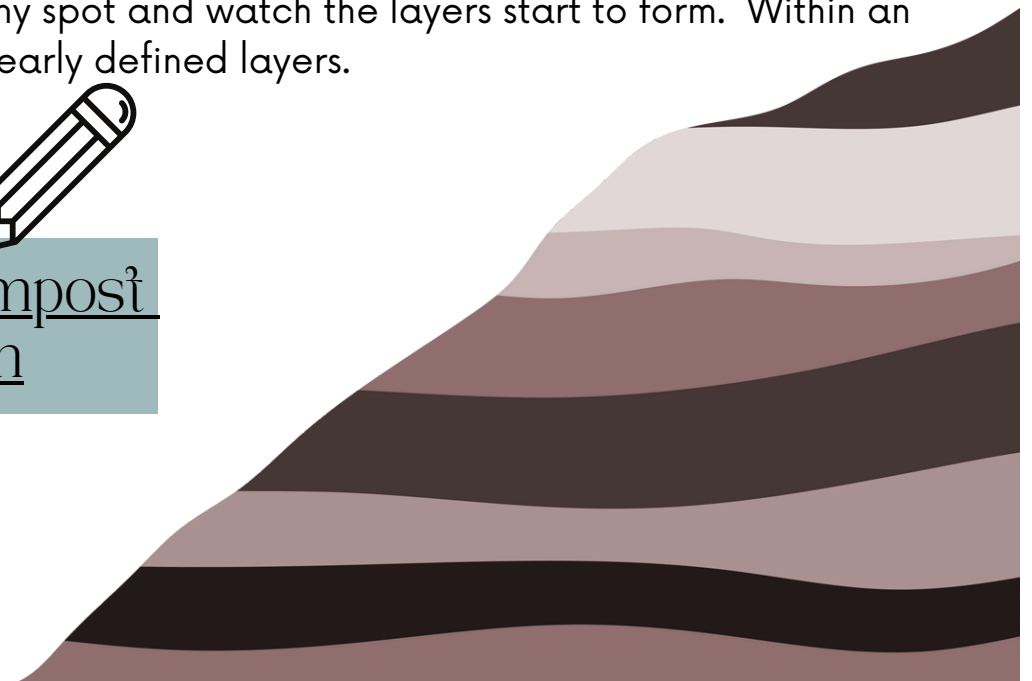
MATERIALS NEEDED:

- Various types of dirt, soil, plant matter, sand, etc
- A large jar
- Water
- Magnifying glass



STEPS:

1. First, have your kids run around the yard and collect a variety of materials to put in their jar. Look for leaves, potting soil, sand, clay, small rocks, and dry dirt. Next, bring everything inside and mix it all up.
2. Fill a jar about 3/4 of the way full of water.
3. Pour the dirt into the jar. Then put on the lid, and shake things up
4. Set the jar in a sunny spot and watch the layers start to form. Within an hour, you will see clearly defined layers.



Seed & Plant Activities

Seed Germination Experiment

MATERIALS NEEDED:

- Paper towels
- Variety of seeds and beans
- ziplock bags

DIRECTIONS

1. Gather a variety of beans from the kitchen pantry. (Kidney beans work the best). Purchase several packets of flower seeds from the dollar store. (Sunflower seeds are fun!). Sort the seeds and beans into piles.
2. Dampen a paper towel and fold it into the bag. Place several seeds along one side of the bag, pressing them against the paper towel.
3. Seal the bag tightly and hang in a window using tape. Make sure the seeds are visible on the side of the window where your child will be observing their seeds sprout.
4. Do the same for the different beans you have collected.

Carrot Top Experiment

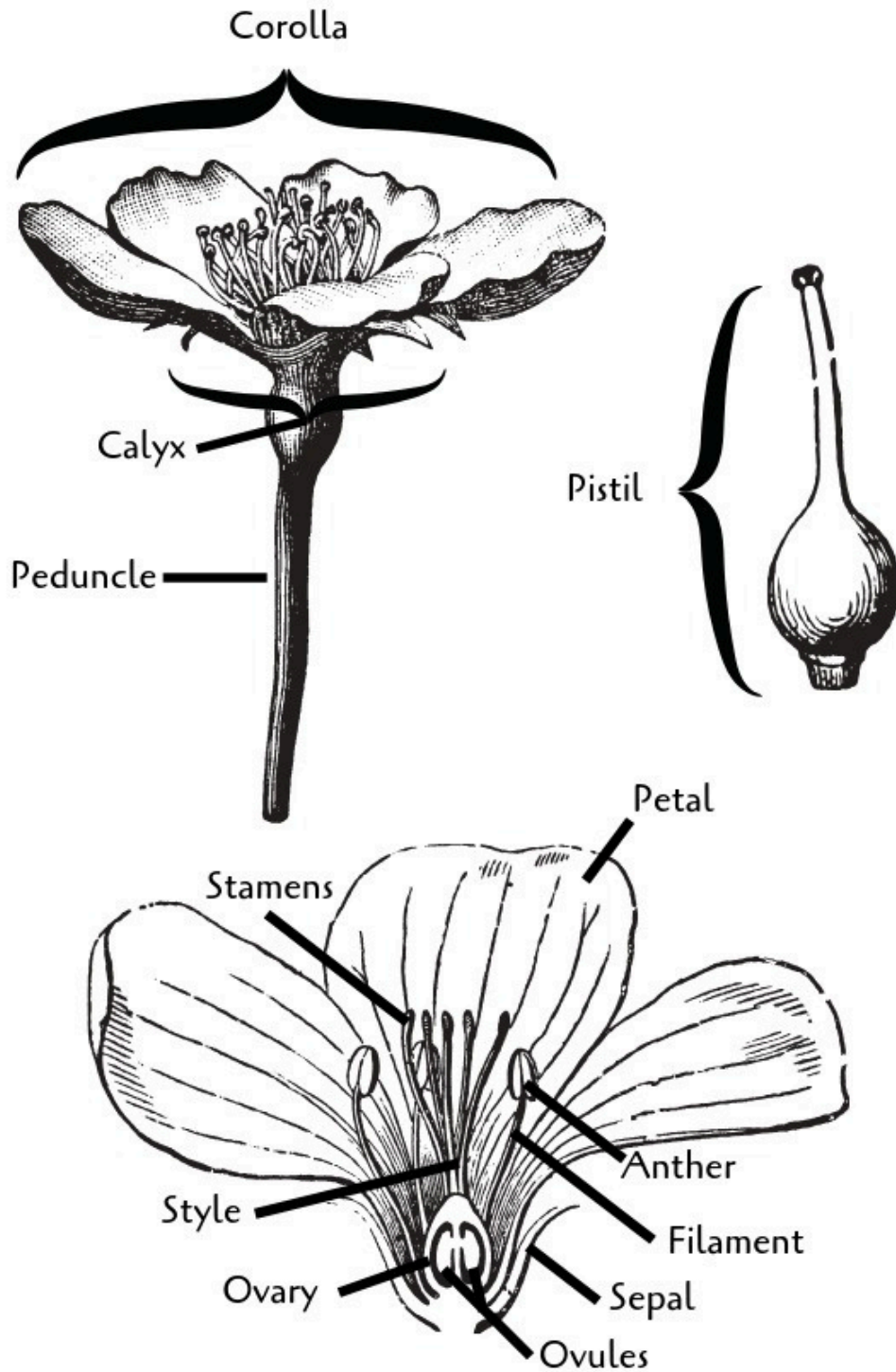
Use this method to not only regrow carrot tops but also the tops of turnips, radishes, and beets and the bottoms of celery, lettuce, bok choy, and cabbage.

DIRECTIONS

All you will need is a shallow bowl containing about an inch (2.5 cm) of water and a carrot top about one inch (2.5 cm) thick. Nestle the carrot top, including the greens, into the shallow water. Set the glass in a light but not sunny window and change the water daily. Roots and new leaf growth should appear in as few as three days. After a week or so, plant the carrot top with its new roots into the ground.



Parts of a Flower





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