



September - May

Morning Time Plans

Days of Creation



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Simple Homeschooling



THEME: Day Two of Creation

"And God said, 'Let there be a vault between the waters to separate water from water.' So God made the vault and separated the water under the vault from the water above it. And it was so. God called the vault "sky." And there was evening, and there was morning —the second day." ~Genesis 1: 6-8

Scripture

Throughout the month, read, discuss, and memorize Genesis 1:6-8. Additional verses for older students: Job 33:4, Psalm 150:6, 2 Timothy 3:16, John 3:8, and Job 37: 11-13.

Memory Work

Pick one of the Bible verses to use as copy work and/or memory work or memorize "I Wander Lonely as a Cloud."

Poetry

Read and discuss "I Wandered Lonely as a Cloud" by William Wordsworth.

Art Study

Study the painting, "The Storm on the Sea of Galilee" by Rembrandt and learn about the artist.

Hymn Study

Listen to and learn "This is My Father's World."

Nature Study

Observe clouds, research them, and draw them. Keep track of the weather for 30 days and collect rainwater. Observe the water cycle, rainstorms and draw both.

Experiments & Crafts

Experiment with air pressure, wind, water, and weather. Create the water cycle in a jar and in a pan. Make a tornado in a jar and a wind vane. Make paper airplanes and kites for windy days. Do a "magic trick" with air pressure and water. Bake a loaf of "cloud bread" and pop some popcorn.

Read Aloud

Read picture books about weather, air, rain, clouds, and wind. Check out these favorites: *The Boy Who Harnessed the Wind* by William Kamkwamba, *Tomie dePaola's*, *The Cloud Book*, *Watering* by Tim McCanna, *Water is Water: A Book about the Water Cycle* by Jason Chin, *The Wind Blew (Rise and Shine)* by Pat Hutchins, *Dare the Wind: The Record-Breaking Voyage of Eleanor Prentiss* and *the Flying Cloud* by Tracey Fern, and *My Brothers' Flying Machine: Wilbur, Orville, and Me* by Jane Yolen.



DAILY

Read Genesis 1. Memorize Genesis 1:6-8
Memorize a portion of "I Wandered Lonely As a Cloud."
Listen to "This is My Father's World" and learn it.
Read Aloud a picture book on air, flight, rain, wind, or weather.

Week One

Read "I Wandered Lonely as a Cloud." 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.
Keep a Weather Log this month. Each day, record the temperature, collect rain, and describe the weather.

Week Two

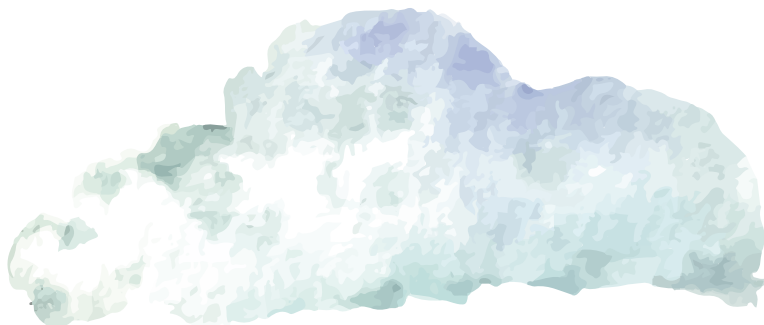
Do Week Two of Art Study.
Do one of the science experiments and one of the craft projects.
Observe clouds, research them, and draw them.
Continue recording the weather.

Week Three

Do Hymn study. Listen to and learn "This is My Father's World."
Do one of the science experiments and one of the craft projects.
Observe the water cycle, rainstorms and draw both.
Continue recording the weather.

Week Four

Finish memorizing "I Wander Lonely As a Cloud."
Do one of the science experiments and one of the craft projects.
Continue recording the weather.



RESEARCH

Research one, some, or all of the following:

The Wright Brothers and the invention of flight
The Principles of Flight
Careers in Aviation
Bernoulli and his discoveries
Air Pressure and its effects on the weather
Wind Energy and how to harness it
Compare Wind Energy vs Hydro Power
The Construction of the Hoover Dam and similar structures
Cloud formation and different kinds of clouds
Hurricanes, Tornadoes and Thunderstorms
Global Warming / Climate Change and man's impact on the environment.

HUMANITIES

Read Aesop's fable, The North Wind and Sun. Discuss its moral and how to apply it. Using a concordance, find similar Proverbs that teach the same principle.

Learn about the Four Wind Gods of Greek Mythology and the king of the winds, Aeolus. Then read Homer's Odyssey.

Read Norse mythology associated with wind, weather, and tornados. Focus on Thor, who is associated with lightning and storms.

Read the book and watch the documentary on The Boy Who Harnessed the Wind, which is about William Kamkwamba.

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 convince someone that wind energy is more efficient than hydro power (or vice versa).

Write a process paragraph (or "How To Paragraph") explaining how to make a wind turbine to light a light bulb.

Write a poem about wind, storms, or the Holy Spirit being our source of life and discernment.

PRESENT

Share one of the following with your family:

3D Model explaining turbines or tornadoes.

Create Googleslides, reel, or video to teach younger siblings a topic you researched.

Give a speech AS Amelia Earhart, the Wright Brothers, or Leonardo Di Vinci. Share his/her life and discoveries in first person.



Memorize

"And God said, 'Let there be a vault between the waters to separate water from water.' So God made the vault and separated the water under the vault from the water above it. And it was so. God called the vault "sky." And there was evening, and there was morning —the second day." ~Genesis 1: 6-8

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.

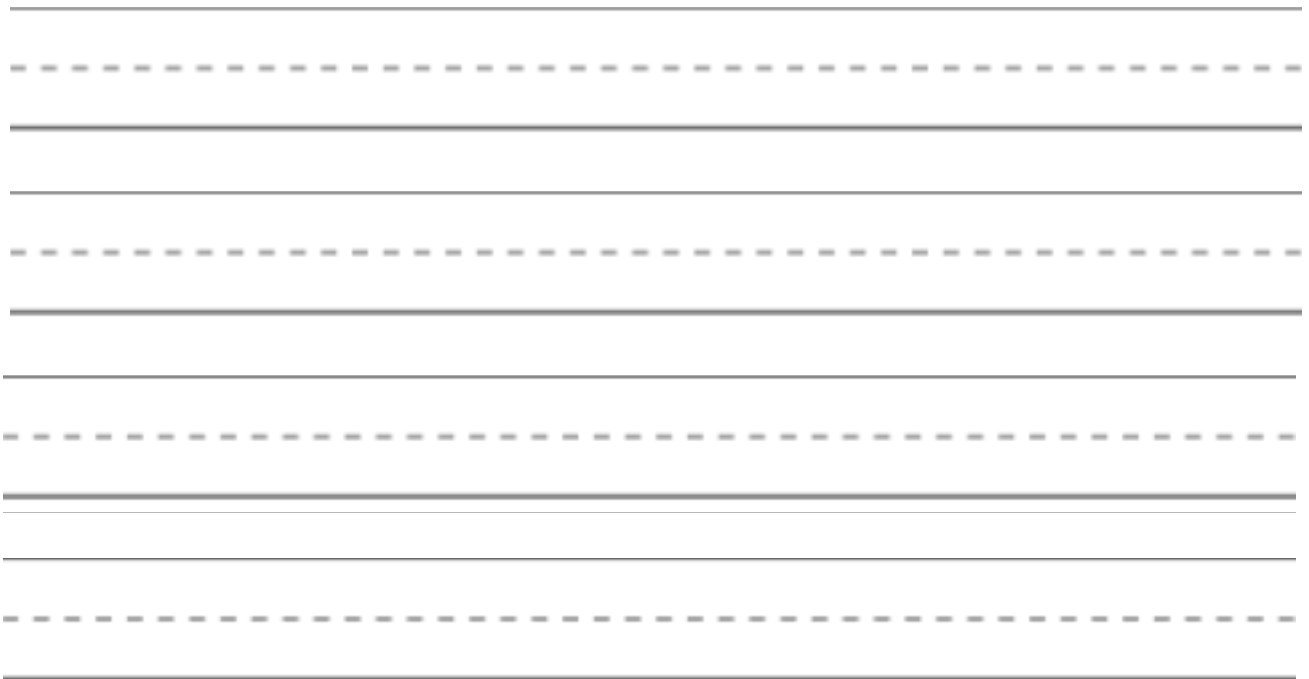
Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image 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: 7

God called the vault
“sky.”

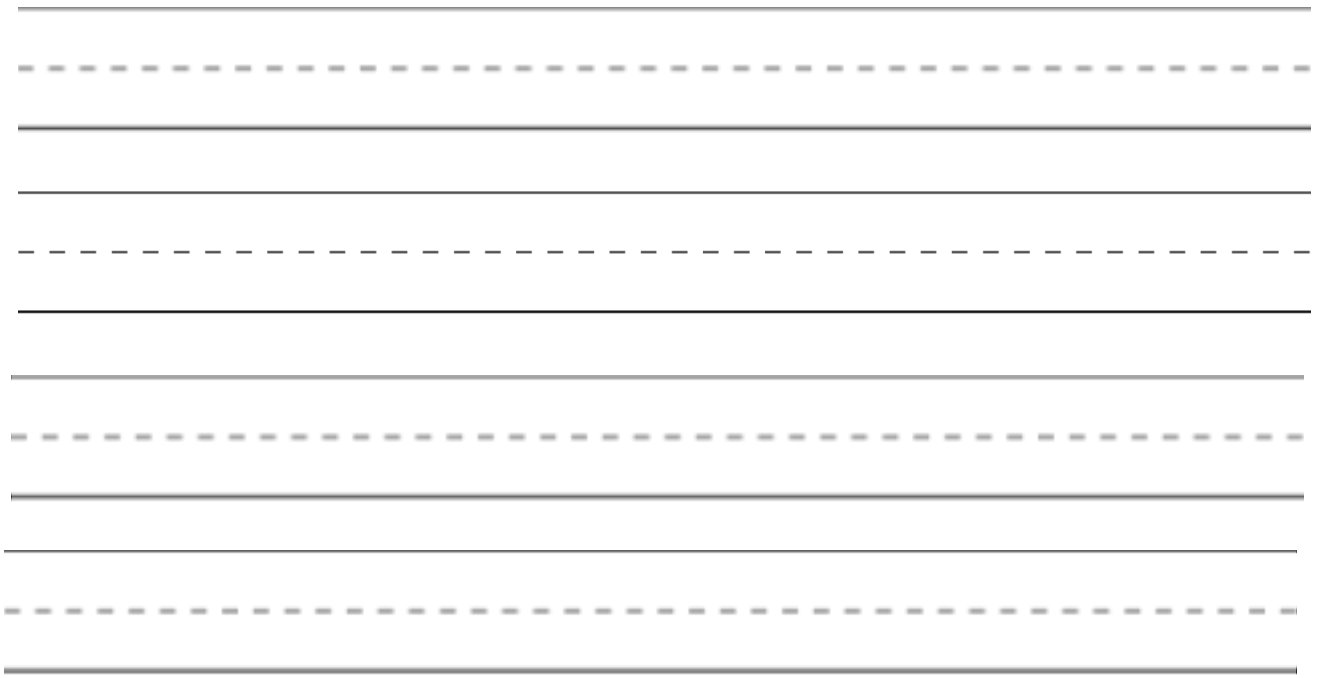
Practice Time!

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

Job 33:4

The Spirit of God has
made me; the breath
of the Almighty gives
me life.

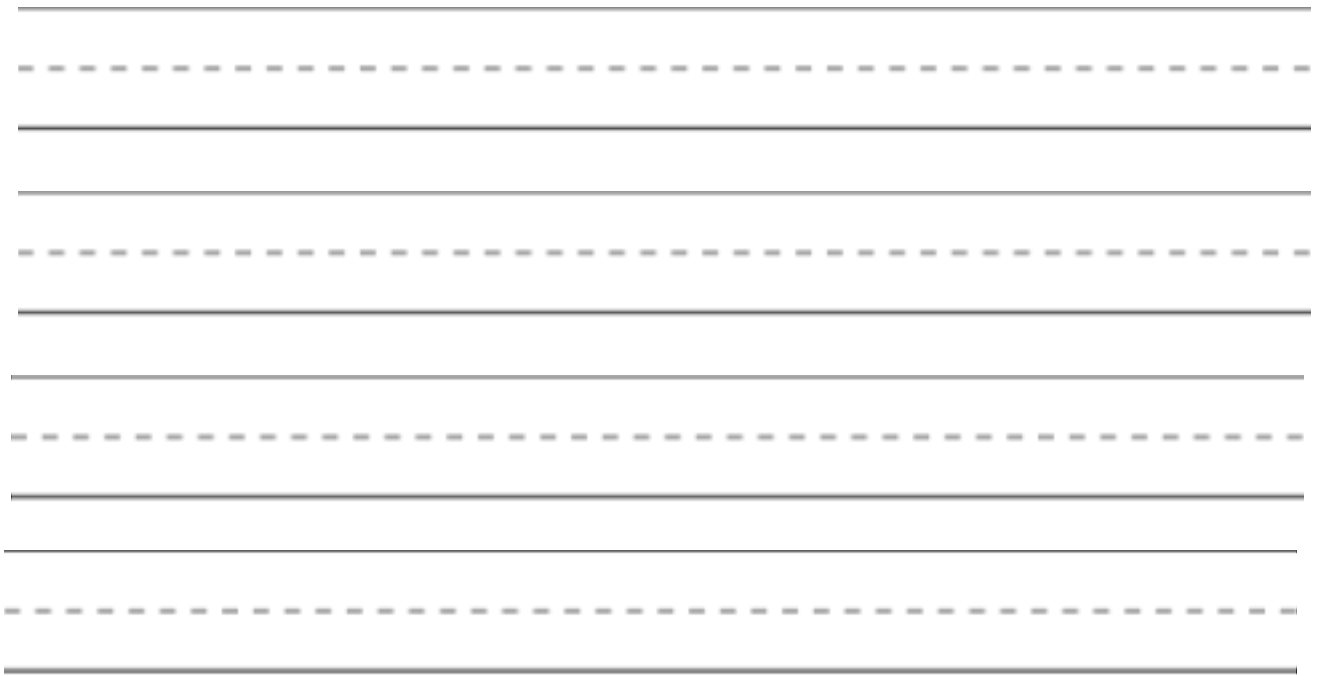
Practice Time!

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 the student to practice writing the words from the verse above.

2 Timothy 3:16

All Scripture is God-breathed and is useful for teaching.

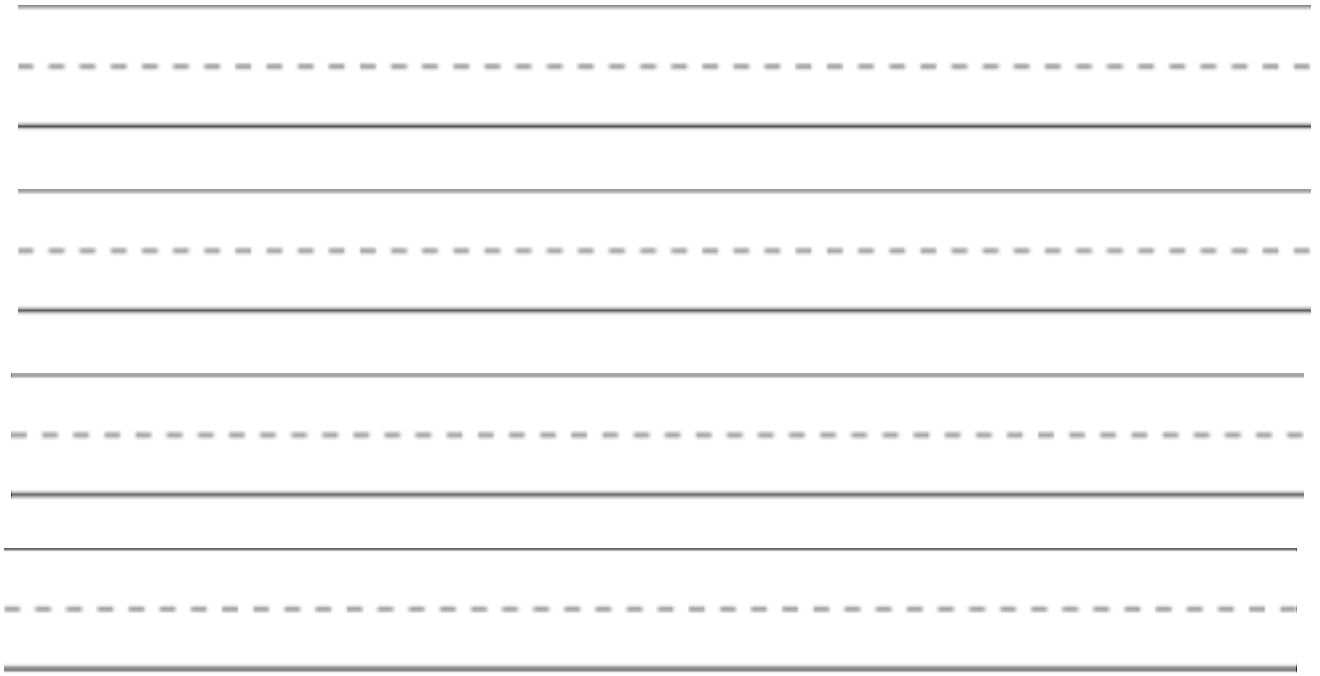
Practice Time!

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 handwriting practice of the text above.

Psalm 150:6

Let everything that
has breath praise
the Lord.

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 double solid line at the very bottom.

I Wandered Lonely As A Cloud

by William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



This Is My Father's World



LISTEN

This is my Father's world,
And to my listening ears
All nature sings, and round me rings
The music of the spheres.
This is my Father's world:
I rest me in the thought
Of rocks and trees, of skies and seas--
His hand the wonders wrought.



LISTEN

This is my Father's world:
The birds their carols raise,
The morning light, the lily white,
Declare their Maker's praise.
This is my Father's world:
He shines in all that's fair;
In the rustling grass I hear Him pass,
He speaks to me everywhere.



LISTEN

This is my Father's world:
O let me ne'er forget
That though the wrong seems oft so strong,
God is the Ruler yet.
This is my Father's world:
Why should my heart be sad?
The Lord is King: let the heavens ring!
God reigns; let earth be glad!

Maltbie D. Babcock (1901)





Baltbie D. Babcock
August 3, 1858 – May 18, 1901
Born in Syracuse, New York



What do the following words mean?

- Wrought
- Spheres
- Oft
- Carols

1). What words or phrases does Babcock repeat in each stanza? Who is his "father"?

2). In the first stanza, what do you think Babcock meant when he sang, "I rest me in the thought....His hand the wonders wrought."

3). In the second stanza, Babcock isn't the only one praising God. List the other things that "declare their Maker's praise." What other Bible verses remind us that all creation sings praise to God?

4). In the last stanza, why is Babcock glad (or joyful)? He never wants to forget one thing. What is it?





Artist: Rembrandt van Rijn, Dutch, 1606-1669

"The Storm on the Sea of Galilee," 1633

Oil on canvas

Week One

- 1). Print in color "The Storm on the Sea of Galilee."
- 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 Rembrandt. Observe other paintings by Rembrandt.
- 2). Many of his paintings center around Bible stories and people. His style is realistic. He also painted a lot of portraits and self portraits.
- 3). Draw a self portrait. Pick your favorite Bible story or character to paint.





Clouds & Weather

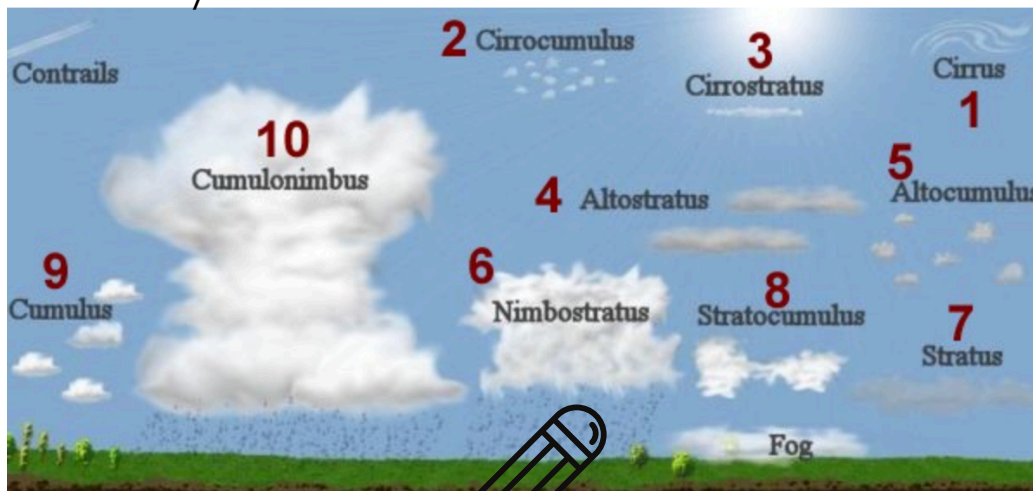
Cloud Study

During the month, observe the sky and look for different cloud formations.

There are four types of clouds: Cirro, Strato, Cumulo, & Nimbo. In Latin, Cirro means "curl" (or wispy clouds), Cumulo means "heaps or piles" (or fluffy clouds), Strato means "layers" (or sheets of clouds), and Nimbo means "rain" (cloudy, grey clouds before a storm.) Clouds are also classified by their position in the sky (high altitude, mid altitude, and low altitude). Watch this video about clouds to help you predict the weather each day by the clouds you see in the sky.



Types of
Clouds
WATCH



Watercolor
Raindrops

Watercolor Clouds
Tutorial

Cloud & Weather Journal

In your nature journal, record the following things each day:

- Cloud Formation (Draw)
- Temperature (if you have a thermometer)
- Air Pressure (if you have a barometer)
- Rain Fall (if you are collecting rain)
- If you don't have measuring instruments, then describe the weather in words.

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Watercolor
Rainstorm



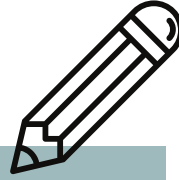
Air Art

Use Air to Create Art

Materials:

- watercolors (or black ink)
- water
- straw
- black pen

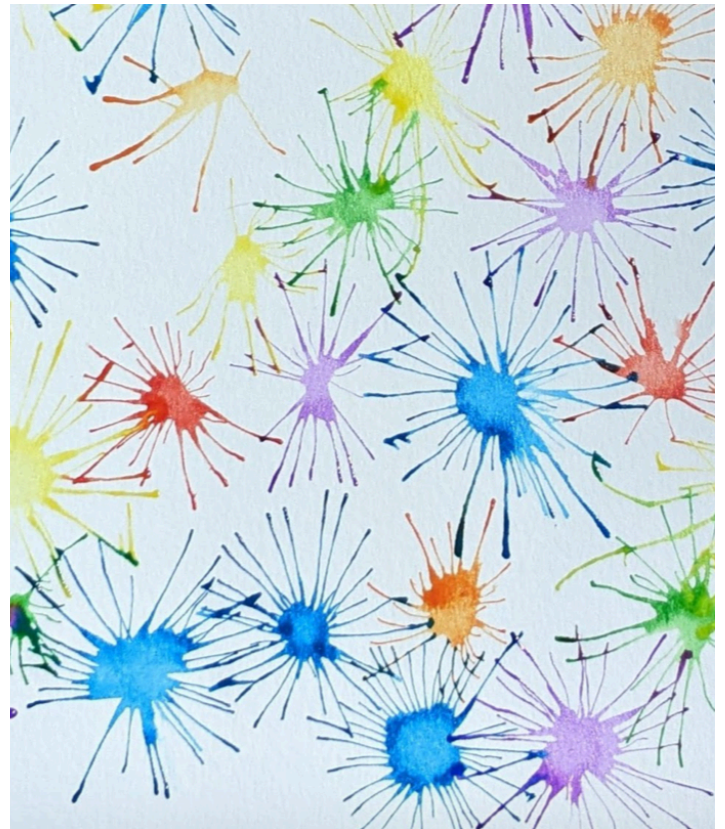
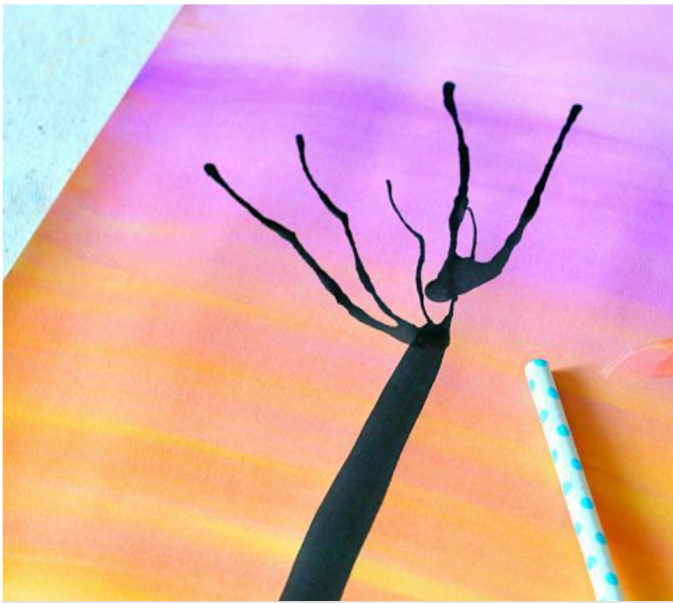
Straw Art Tutorial



Directions

1. Drip a dot of paint on your paper.
2. Now take your straw in your mouth and position it about 1" above the paint dot. Blow a quick burst of breath through the straw. This will "explode" the paint dot.
3. Rinse your brush and choose a new color of paint.
4. Repeat steps 2–5.
5. Fill your paper with these paint "explosions."

****Watch the Straw Art Tutorial for other paintings you can create.****



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DE FRANCISCO

Weather Activities

Fluffy Cloud Bread

Learn how to make 3 ingredient cloud bread. It's fluffy, looks like a pillow and tastes like a sweet sponge!

INGREDIENTS

- 3 egg whites
- 2.5 tablespoons confectioner's sugar
- 1 tablespoon cornstarch
- Vanilla extract (optional)
- Parchment paper
- Baking sheet

DIRECTIONS:

1. Preheat the oven to 300°F.
2. Pour the egg whites into a mixing bowl.
3. Add vanilla and a couple of drops of food coloring if using.
4. Whisk the egg white with a stand mixer or hand-held mixer on medium speed. When the egg white is frothy, gradually add the sugar and cornstarch. Continue to whisk on high until stiff peaks form.
5. Line your baking sheet with parchment paper.
6. Carefully scoop out the whipped egg whites on the parchment paper and shape it into whatever shape you want.
7. Bake in the oven for 20 minutes.



The air bubbles you create while whisking the egg whites is what creates a soft, billowy texture for this bread. It is like eating a cloud.

Pop Popcorn!

Watch air pressure turn corn kernels into light and fluffy popcorn!



OPTIONAL: Items to Purchase

Wine Vane, Outside Thermometer, Barometer, and a Tornado "Tube" to create a tornado in a 2 Liter bottle.

Air Pressure Activities

Air Pressure “Magic Trick”

Have you ever tried turning a glass of water upside down without spilling it? It seems impossible! This experiment appears to defy gravity.



MATERIALS NEEDED:

- Drinking Glass
- Water
- Thick Sheet of Paper/ Poster Board (that is long and wide enough to cover the entire mouth of the glass.). Playing cards work well too!
- Large Container or Sink

STEPS:

1. Begin by filling the empty glass with water. Ensure that the water is completely to the top of the glass. If there is any space between the water and the paper, the experiment won't work.
2. Gently place the paper on the top of the glass. Move the glass over the container or sink.
3. Gently place your hand on the paper, then flip the glass over. Remove your hand from the bottom and watch in amazement as the paper stays covering the glass and the water doesn't spill out.

****The reason this experiment works is because of air pressure! Air pressure is the weight of a column of air pushing down on an area. In this experiment, the air pushing up from underneath the paper is strong enough to overcome the weight of the water pushing down on the paper. Because of the air pressure pushing up on the card, the card will stay on the glass and the water will not spill out.****



Air Pressure Activities

Try These Oldie But Goodies

Make paper airplanes of different shapes and sizes. Learn about Bernoulli's principle. As air moves around an object, it creates different pressures on that object. Faster air means less pressure. Slower air means more pressure. The key to flight is creating pressure upwards on the wing to keep the plane (or bird) in the air.

Make a kite and fly it on a windy day. Experiment with the shape of the kite and the material you use for its tail.

Observe birds in flight. Four main forces affect the flight abilities of birds (lift, thrust, drag, gravity). How does the shape or curve of the bird's wing help it to stay in flight?



Play the Air Pressure Game

This is fun game to play with friends! The more friends (air particles), the better!

RULES:

1. In a large field or space, place cones to create a boundary. The cones represent the boundaries of the container the air particles are in. The students are individual air particles.
2. Air particles (students) expand to fill the volume (area of the playing field). They react to changes in temperature. An increase in temperature causes faster movement (running), a decrease in temperature causes slower movement (walking).
3. Every now and then, call out changes in the temperature (e.g. hot, warm, cool, icy cold): the students must act accordingly.
4. Pause the game and gather the students into the middle. Decrease the size of the playing area by moving the cones in (mimicking a decrease in volume).
5. Repeat the game with changes of temperature.
6. Decrease the size of the field again.
7. Continue to shrink the field until the students can barely move.

Water Cycle Activities

Water Cycle in a Bowl

MATERIALS NEEDED:

- Large bowl
- Smaller bowl
- Boiling water (1 cup)
- Ice Cubes
- Plastic Wrap

STEPS:

1. Pour hot water into the large bowl.
2. Place small bowl inside the center of the large bowl. It needs to be higher than the water level in the large bowl, but shorter than the edges of the large bowl itself.
3. Tightly cover the bowl with plastic wrap.
4. Place several ice cubes on top of the plastic wrap. Wait and watch. Rain drops will form and fall into the smaller bowl.



**The plastic wrap and ice cubes mimic condensation. In this water cycle project, you'll see the water vapor turning into rain droplets.*

Water Cycle in a Jar

DIRECTIONS

1. Fill a mason jar with baby oil (the density of baby oil works better than water).
2. Top it with shaving cream (or whipped cream) to form a "cloud."
3. Using a dropper, drop water (dyed blue with food coloring) into the "cloud." When it hits saturation, it will "rain" down into the baby oil below. You will see the individual "raindrops."

