



September - May

Morning Time Plans

Days of Creation



Carrie De Francisco
www.coffeewithcarrie.org

Simple Homeschooling



March

THEME: Day Five of Creation (Part 2- Flying Animals)

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: Matthew 6:26, Luke 12:24, Psalm 8: 7-8, Exodus 19:4, Isaiah 40:31, and Deuteronomy 32:11.

Memory Work

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

Poetry

Read and discuss "The Swing" by Stevenson.

Art Study

Study the painting, "American Goldfinch" by John James Audubon.

Hymn Study

Listen to and learn the hymn "All Things Bright & Beautiful" by Cecil Frances Alexander

Nature Study

Observe birds, flying insects, and bats. Visit an aviary, bird sanctuary, and/or insectarium. Research and draw different flying animals.

Experiments & Crafts

Draw and classify insects. Grow caterpillars and hatch butterflies. Observe and research birds of prey. Draw them. Dissect owl pellets. Make natural bird feeders. Incubate eggs and/or raise chickens. Play echolocation games.

Read Aloud

Read picture books about birds, insects, bats, and other flying animals. Read some of these: *Make Way for Duckling* by Macloskey, *An Egg is Quiet* by Aston, *Rechenka's Eggs* by Patricia Polacco, *Song of the Swallows* by Leo Politi, *Nesting* by Cole, *Secret Life of a Little Brown Bat* (and *Secret Life of Flying Squirrel*) by Pringle, *Stellaluna* by Cannon, and the chapter books *On the Far Side of the Mountain* by Jean Craighead George or *The Cricket in Time Square* by Selden.



DAILY

Read Genesis 1. Memorize Genesis 1: 20-23.
Memorize a portion of "The Swing" by Stevenson.
Learn "All Things Bright & Beautiful."
Read Aloud a picture book flying animals, insects, birds, and bats.

Week One

Read "The Swing." 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.
Focus on Birds this week. Draw and research different kinds of birds. Learn the life cycle of birds. Incubate eggs or raise chickens. Observe feathers. Draw and label. Visit at the beach, a zoo, an aviary, or bird sanctuary.

Week Two

Do Week Two of Art Study.
Do one of the science experiments.
Focus on Birds of Prey this week. Dissect an owl pellet. Make bird feeders. Learn about the principles of flight. Focus on adaptations of birds (beaks, claws, coloring, etc)

Week Three

Do Hymn study. Listen to and learn "All Things Bright and Beautiful."
Do one of the science experiments.
Focus on Bats this week. Draw and research different kinds of bats. Watch a few bat documentaries. Play echolocation games.

Week Four

Finish memorizing "All Things Bright and Beautiful."
Focus on Flying Insects this week. Research, draw and label different flying insects. Observe caterpillars and grow butterflies. Visit an insectarium or butterfly pavilion.



March

RESEARCH

Research one, some, or all of the following:

John James Audubon, American scientist and artist

The study of ornithology and famous ornithologist

Participate in Project BirdWatcher at Cornell Lab

Different disease caused by birds or that affect birds: avian botulism, avian influenza avian cholera and West Nile virus

Principles of Flight and how this relates to bird anatomy

Importance of bats in world ecosystems and the world economy

Classification of bats and how bats are similar/different from other mammals.

How Ecolocation works

William Kirby, Father of Entomology

Beekeeping and the reasons the bee population is decreasing.

Harmful and helpful insects

HUMANITIES

Read Greek myths related to birds such as Icarus.

Read stories about mythical birds or flying animals such as the Phoenix, Harpies, Pegasus and Quetzalcoatl.

Read Edgar Allen Poe's poem, "The Raven." Discuss its symbolism.

Read Aesop fables: "The Wolf and the Crane" "The Owl and the Grasshopper," and "The Crow and the Pitcher." 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 eliminating (or creating more) wind turbines due to its effects on birds.

Write a process paragraph (or "How To Paragraph") explaining the principles of flight.

Write a narrative poem with a strong emphasis on rhythm and rhyme about birds or bats. Model it after "The Raven."

PRESENT

Share one of the following with your family:

3D Model explaining beehives or bird anatomy.

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

Give a speech AS John James Audubon or William Kirby. Share his 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.



March

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.

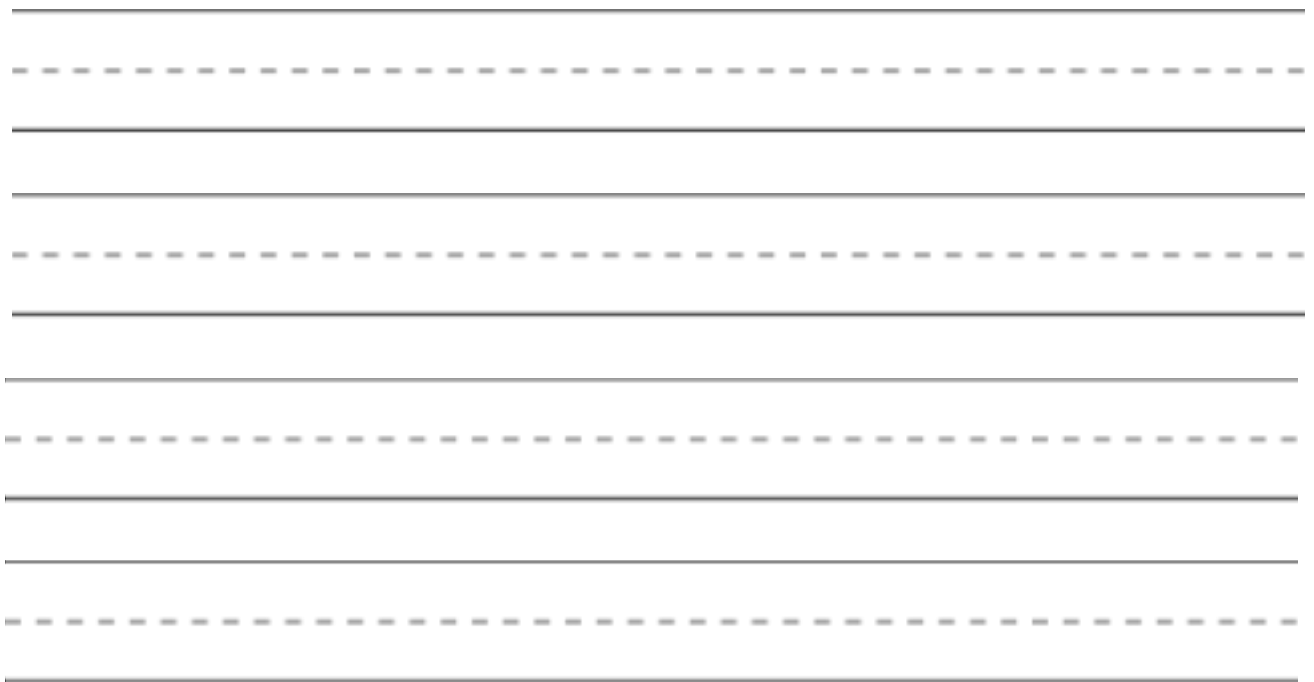
Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image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



Isaiah 40:31

Those who hope in
the Lord will renew
their strength. They
will soar on wings like
eagles.

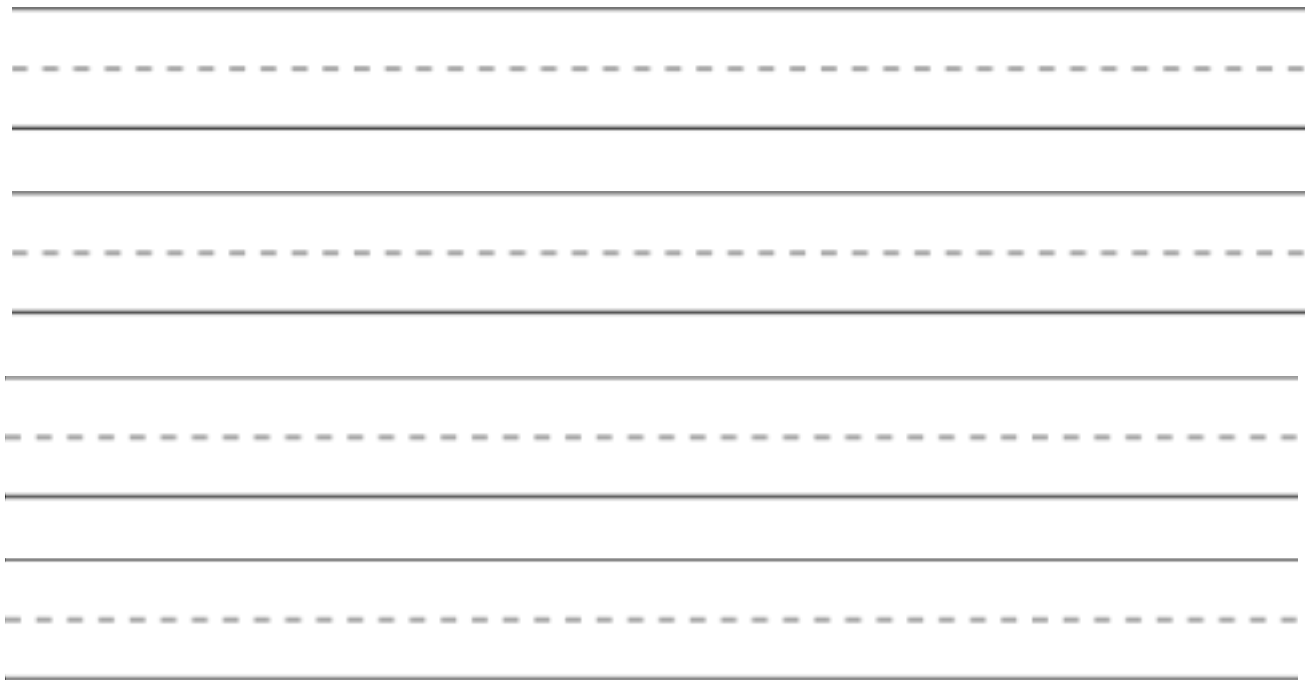
Practice Time!

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 8: 6, 8

You have made the
birds in the sky, and
the fish in the sea.

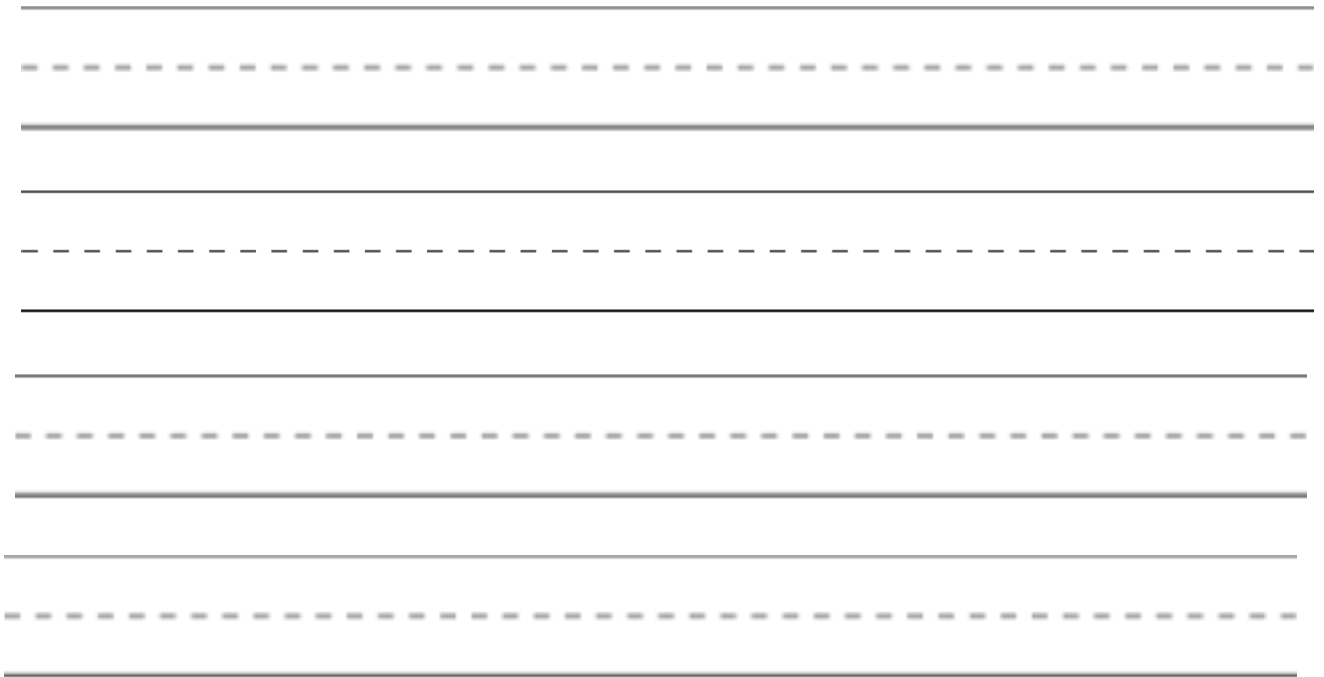
Practice Time!

The image shows a series of horizontal lines for handwriting practice. There are four sets of lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Luke 12:24

Look at the ravens.
They don't plant or
harvest for God feeds
them. You are more
valuable than birds!

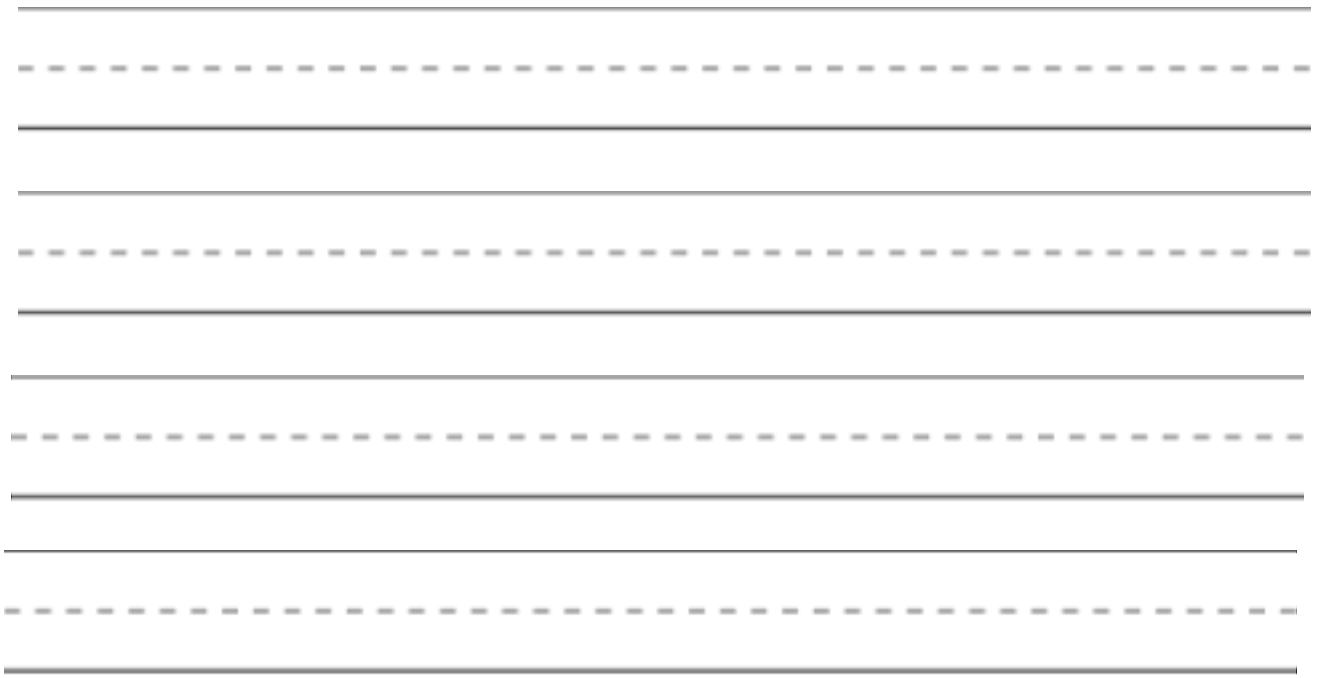
Practice Time!

The image shows five 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.

Exodus 19:4

I carried you on
eagles' wings and
brought you to
myself.

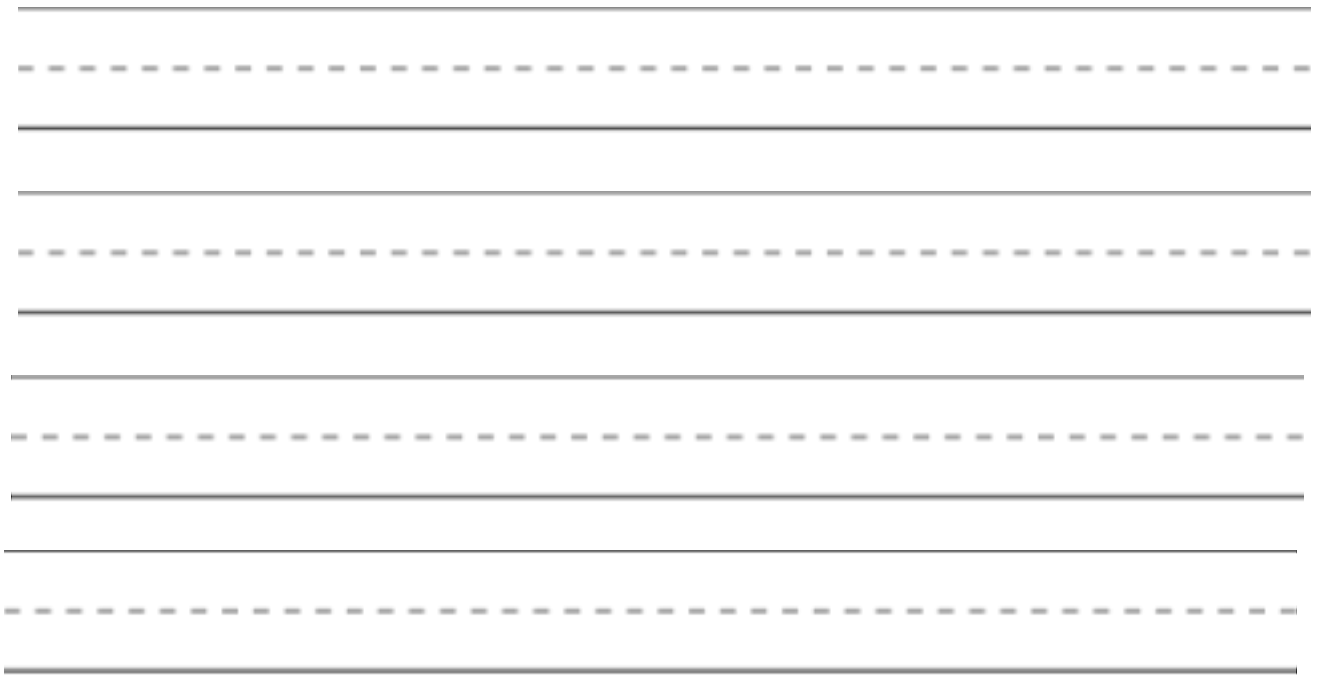
Practice Time!

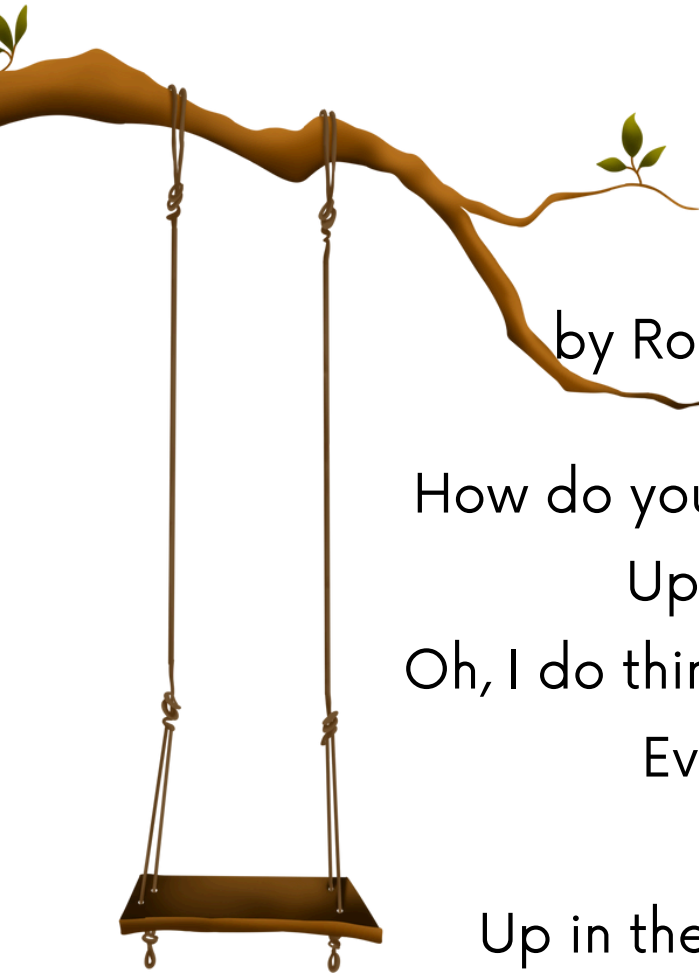
The image shows a series of horizontal lines for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines stacked vertically, providing space for practicing the sentence from Exodus 19:4.

Deuteronomy 32:11

God surrounded him as
an eagle that spreads
its wings to catch its
young and carries them
aloft.

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. These lines are intended for practicing the handwriting of the text from the verse above.



The Swing
by Robert Louis Stevenson

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside—

Till I look down on the garden green,
Down on the roof so brown—
Up in the air I go flying again,
Up in the air and down!



LISTEN

All Things Bright and Beautiful

By Cecil Frances Alexander

Refrain:

All things bright and beautiful,
all creatures great and small,
all things wise and wonderful:
the Lord God made them all.

Each little flower that opens,
each little bird that sings,
God made their glowing colors,
and made their tiny wings.

(Refrain)

The purple-headed mountains,
the river running by,
the sunset and the morning
that brightens up the sky.

(Refrain)

The cold wind in the winter,
the pleasant summer sun,
the ripe fruits in the garden:
God made them every one.

(Refrain)

God gave us eyes to see them,
and lips that we might tell
how great is God Almighty,
who has made all things well.

(Refrain)

WATCHWATCH

March

Artist: John James Audubon
Birds of America
1827-1838, United States
Watercolor



Week One

- 1). Print in color the "The American Goldfinch."
- 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?

Week Two

- 1). Learn about the artist John J. Audubon. Read the book, The Boy Who Drew Birds, by Jacqueline Davies.
- 2). John James Audubon (April 26, 1785 – January 27, 1851) was a French-American ornithologist, naturalist, and painter. He painted, described, and put in catalogues Birds of North America. He lived on the family-estate at Mill Grove, near Philadelphia. It was here that he hunted, studied and drew birds.
- 3). Audubon drew 435 life-size prints of North American birds. View other prints such as "Townsend's Warbler, Arctic Blue-bird, Western Blue-bird." Which ones do you like best? Do any of these birds live in your neighborhood? What do you notice about the details of each bird?



March

[View](#)
[Others](#)

The American Goldfinch



March

Townsend's Warbler,
Arctic Blue-bird, Western Blue-bird

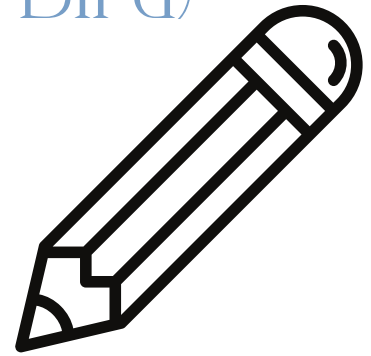
Drawn from Nature by J. J. Audubon F.R.S. F.L.S.

Townsend's Warbler
SYLVIA TOWNSENDI, *Mitchell*
♂, *Male**Arctic Blue-bird*
SIALIA ARTICA, *Aud.*
♂, *Male* ♀, *Female*
♂, *Male* ♀, *Female*
CAUTAPRIS PARROT

Engraved, Revised and Coloured by E. H. Bennett 1857

Western Blue-bird
SIALIA OCCIDENTALIS, *Townsend*
♂, *Male* ♀, *Female*

Draw A Blue Heron (or Bird)



Step 1: In your Nature Journal, draw a picture of a blue heron (or any water fish). Take your time and observe carefully the size and shape of the beak. Notice its legs and claws. How does this help the bird?

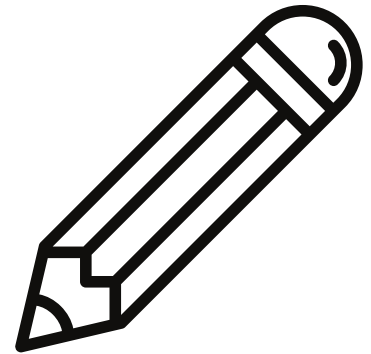
Step 2: Copy the common name and Latin name neatly onto the top of the page.



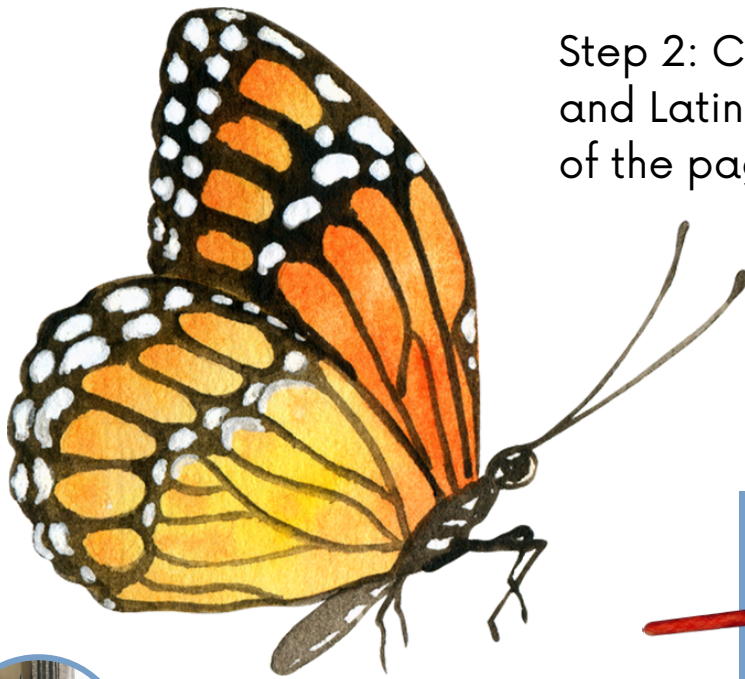
WATCH



Draw A Butterfly



Step 1: In your Nature Journal, draw a picture of a butterfly. Take your time and observe carefully where the eyes, legs, and antenna are located. Notice the two parts of the wings. How does this help the butterfly? How are butterflies different than moths?



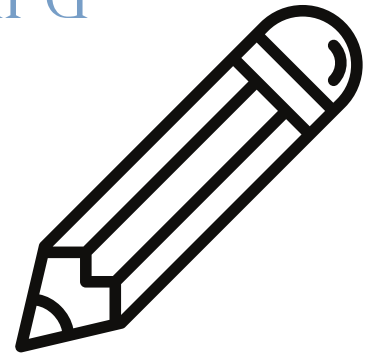
Step 2: Copy the common name and Latin name neatly onto the top of the page.



WATCH



Draw a Flightless Bird



Step 1: In your Nature Journal, draw a picture of any penguin. Take your time and add details that are unique to that species. How do these adaptations help the bird to survive in its habitat?

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



PAINT

Nature Journaling: Birds

Birds are vertebrates (animals with a backbone). Feathers are the most distinctive characteristic of birds. Unlike other animals, Aves have wings and hollow bones. Like most reptiles, birds also lay eggs, however, they are warm-blooded, like mammals.

Observe & Draw Birds

Pick one bird to draw. How many colors are present on the bird? What is the shape of the bird's beak? What food do you think it eats? What kind of claws does it have?



Orange Bird Feeder

- Whole oranges
- 2-3 cups birdseed

1. Take a knife and cut each orange in half, horizontally. Then, take out the pulp with a spoon and set aside.
2. Fill each half with bird seed mixture.
3. Place orange bird feeders around the yard.



Nature Journaling: Birds

Observe & Draw Birds

Keep track of the birds that visit your backyard or garden. Write the name of each bird you see. Date it with the time of day you spotted it. When you go on walks or hikes, add birds you see to your list.

Attract birds to your yard. Make homemade bird feeders and put them in different areas of your yard. If possible, make sure you can see the bird feeders from a window.



Pine Cone Bird Feeder

- Pinecones- pop them into the microwave for 30 seconds at a time until they open up
- String
- 1 cup peanut butter
- 2-3 cups birdseed

1. Tie 6-8 inches of string to the tip of each pine cone.
2. Slightly melt your peanut butter.
3. Dip your pinecones in the peanut butter until they are completely covered.
4. Roll the pinecones thoroughly in birdseed.
5. Hang in nearby trees and bushes.



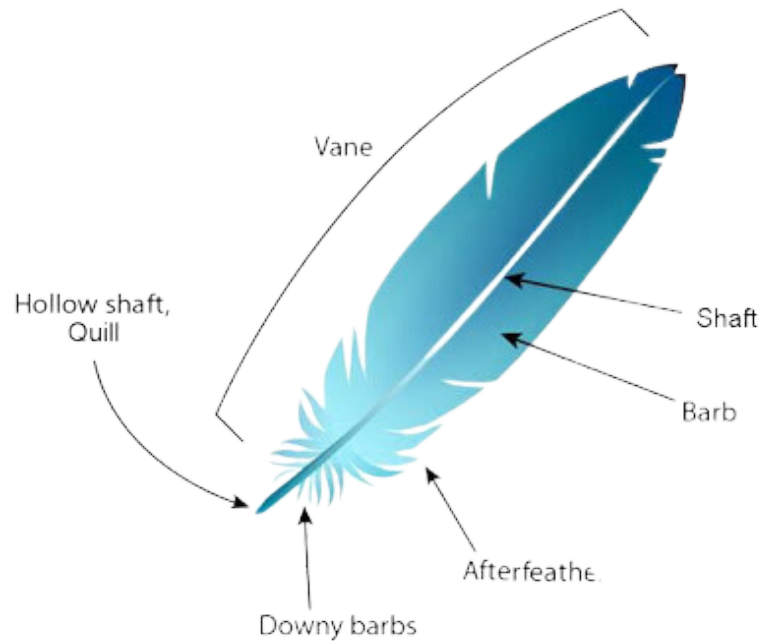
Nature Journaling: Feathers

Feathers grow from the skin of a bird and protect the bird from rain, snow, wind and cold. Some feathers act as a coat, keeping the elements out, and others act as underclothing.

Observe & Draw Feathers

Pick different feathers to draw.
How many colors are present in the feather?

Identify
Feathers

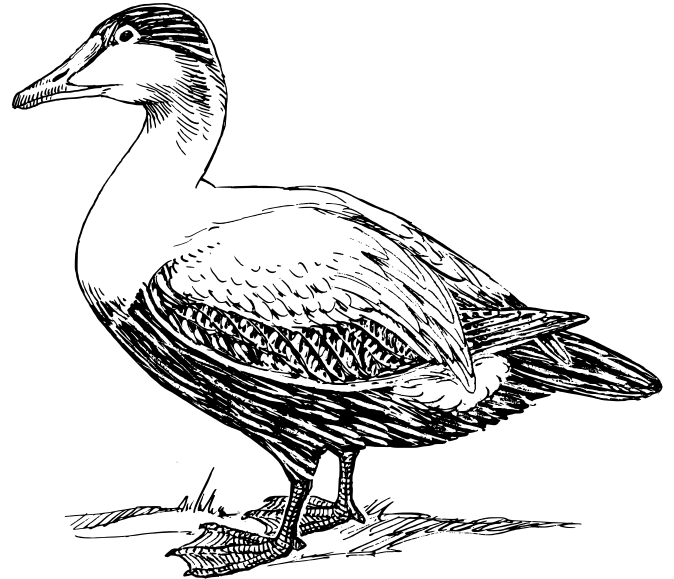


Nature Journaling: Anatomy

You can tell a lot about where a bird lives and what it eats by looking at the shape of its beak and claws and at the placement of its eyes.

Beaks, Claws, & Eyes

Pick a bird with a unique beak to draw. Research its habitat and what it eats. Write down the common and Latin name of the bird.



DRAW



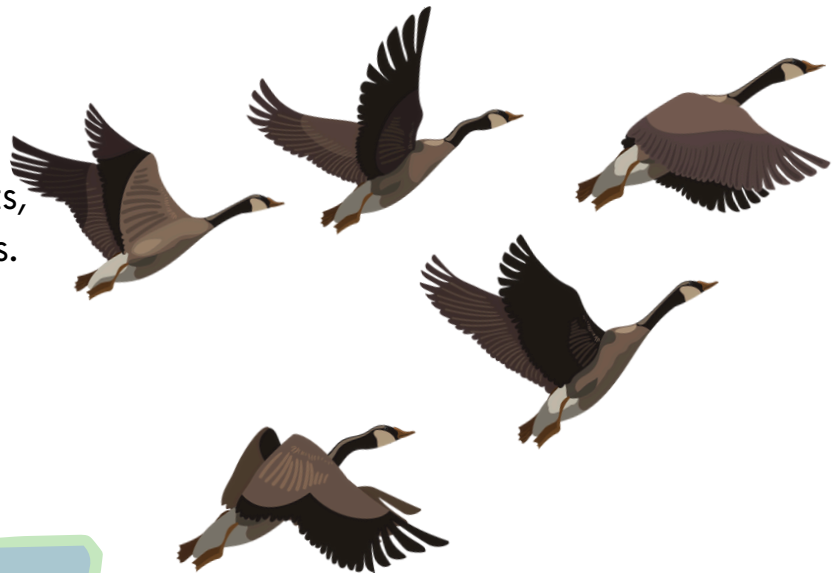
Nature Journaling: Flight

- Did you know the Alaskan-based northern wheaters travel up to 18,000 miles over the course of the year?
- Did you know the peregrine falcon is one of the fastest birds in the world? It can reach speeds of 100 miles per hour when diving.

Like airplanes, birds use air pressure to create lift under their wings. Feathers and hollow bones also help in flying because they help make the bird light enough to fly.

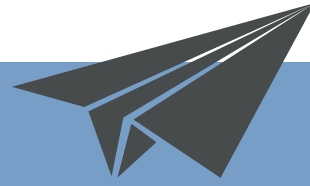
Flight & Migration

Pick a bird that migrates.
Research its habitat, what it eats,
and when and where it migrates.
Write down the common and
Latin name of the bird.



Flight & Bird Experiments

Experiment with flight. Make different kinds of paper airplanes. Which paper planes go the farthest?



DIRECTIONS

Raise Butterflies.

Learn about the life cycle of a butterfly by observing caterpillars and hatching live butterflies. If you time it well, the butterflies will hatch close to Easter. ORDER THE KIT



Dissect Owl Pellets



Order Owl Pellets.

Examine the inside of an owl pellet to discover the indigestible parts (or bones) of the shrews, voles, and other critters that are eaten by barn owls. The included bone chart helps students to identify jawbones, skulls, and other bits and pieces that help them to further understand and define the different animals in a barn owl's food web.



Bat & Migration Experiments



Echolocation Game

Game Materials:

- Blindfold
- Large, quiet room
- Earplugs
- 3 volunteers

Game Directions:

1. Have one child stand in the center of the room blindfolded.
2. To test their ability to locate sound move about the room clapping your hands twice. Each time you clap, the child should turn and face the direction that they think the sound is coming from.
3. Do this several times around the room and record if they are correct or incorrect for each trial.
4. Have the child plug one ear. Repeat step 4. Did plugging one ear affect the subject's ability to locate the sound?
5. Repeat with other volunteers.

****Play Marco Polo in the yard.****





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