



September - May

# Morning Time Plans

## Days of Creation



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

Simple Homeschooling



April

## THEME: Day Six of Creation (Part 1: Land Animals)

*And God said, 'Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind.' And it was so... God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day." ~Genesis 1: 24-31*

## Scripture

Throughout the month, read, discuss, and memorize Genesis 1: 24-25. Additional verses for older students: Proverbs 12:10, Job 12:10, John 10:11, Proverbs 28: 1, Matt 10:16, and Rev 20:2.

## Memory Work

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

## Poetry

Read and discuss "The Lamb" by William Blake.

## Art Study

Study the painting, "Blue Horse- 1" by Franz Marc

## Hymn Study

Listen to and learn the hymn "I am Jesus, Little Lamb" by Henriette Louise von Hayn.

## Nature Study

Observe animals in your neighborhood and pets. Visit a zoo, farm, or animal research. Research and draw different land animals.

## Experiments &amp; Crafts

Draw and classify the animal kingdom. Observe worms and create a compost pile. Raise tadpoles and draw life cycle. Research insects, amphibians, reptiles, and land mammals. Draw them. Create an animal collage. Make homemade playdough and make 3D animal sculptures.

## Read Aloud

Read picture books about insects, amphibians, reptiles, and land animals. Read some of these: The Mitten (or The Hat) by Jan Brett, Treasury for Children by James Herriot, A Beatrix Potter Treasury (Peter Rabbit), Frog and Toad by Lobel, Aesop's Fables, Big Red Barn by Wise Brown, any Eric Carle Book, Uncle Wiggly Storybook by Garis, Just So Stories by Kipling, and the chapter books The Wind in the Willow by Graham or Charlotte's Web by White.



DAILY

Read Genesis 1. Memorize Genesis 1: 20-23.  
Memorize a portion of "The Lamb" by William Blake.  
Learn "I Am Jesus, Little Lamb."  
Read Aloud a picture book about amphibians, reptiles, and land animal..

Week One

Read "The Lamb." 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 Worms this week. Draw and research different kinds of worms. Observe live worms and/or dissect worms. Create a compost.

Week Two

Do Week Two of Art Study.  
Do one of the science experiments.  
Focus on amphibians this week. Draw and research different kinds of amphibians. Observe live frogs and/or dissect frogs. Raise tadpoles and create a diagram of the frog life cycle.

Week Three

Do Hymn study. Listen to and learn "I Am Jesus, Little Lamb."  
Do one of the science experiments.  
Focus on Reptiles this week. Draw and research different kinds of reptiles. Compare and contrast reptiles and amphibians. Create a beaded snake and/or paint a turtle "rock."

Week Four

Finish memorizing "I am Jesus, Little Lamb."  
Focus on land animals this week. Research, draw and label different land animals. Compare and contrast domestic animals to wild animals. Go on an animal scavenger hunt in your neighborhood or local park. Play "I Spy." Visit a zoo, farm, and/or animal rescue.



April

## RESEARCH

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

Carl Linnaeus, creator of modern classification system  
The study of herpetology and careers in this field  
The study of zoology and careers in this field  
The advantages of recycling and composting  
Importance of the Nitrogen cycle and its key to life on earth  
Classification of mammals: monotremes, marsupials, and placental mammals  
Investigate the effects of an invasive species in your area and how it impacts native wildlife  
Unique animals of Australia and how their adaptations contribute to their survival  
List animals that are scavengers and research the importance of scavengers in an ecosystem.  
Theory of Evolution, Intelligent Design, and Creationism

## HUMANITIES

Read stories about mythical land animals such as the unicorn, Yeti, Chimera, Minotaur, dragons, Cerberus, Leviathan and Behemoth.  
Read Pourquoi (or Origin) tales such as "How the Leopard Got Its Spots" and "How the Camel Got Its Hump." Native American Pourquoi Tales  
Read Aesop fables. 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 "Creationism vs. Evolution: A More Accurate Lens on Life's Origins"  
Write a process paragraph (or "How To Paragraph") explaining how to classify an animal.  
Watch the movie, "Inherit the Wind," which is about the Scopes Trial.  
Write a movie review.  
Write a several poems about different land animals.

## PRESENT

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

3D Model explaining the Nitrogen Cycle or the process of decomposition  
Create Googleslides, reel, or video to teach younger siblings a topic you researched.  
Give a speech AS Carl Linnaeus, Jane Goodall, or Charles Darwin.  
Share his/her life and discoveries in first person.





April

## Memorize

*And God said, 'Let the land produce living creatures according to their kinds: the livestock, the creatures that move along the ground, and the wild animals, each according to its kind.' And it was so... God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day." ~Genesis 1: 24-31*

## Read Genesis 1

## WEEK 1 (V: 1-8)

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

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

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

## WEEK 2 (V: 9-13)

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

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



April

## 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.

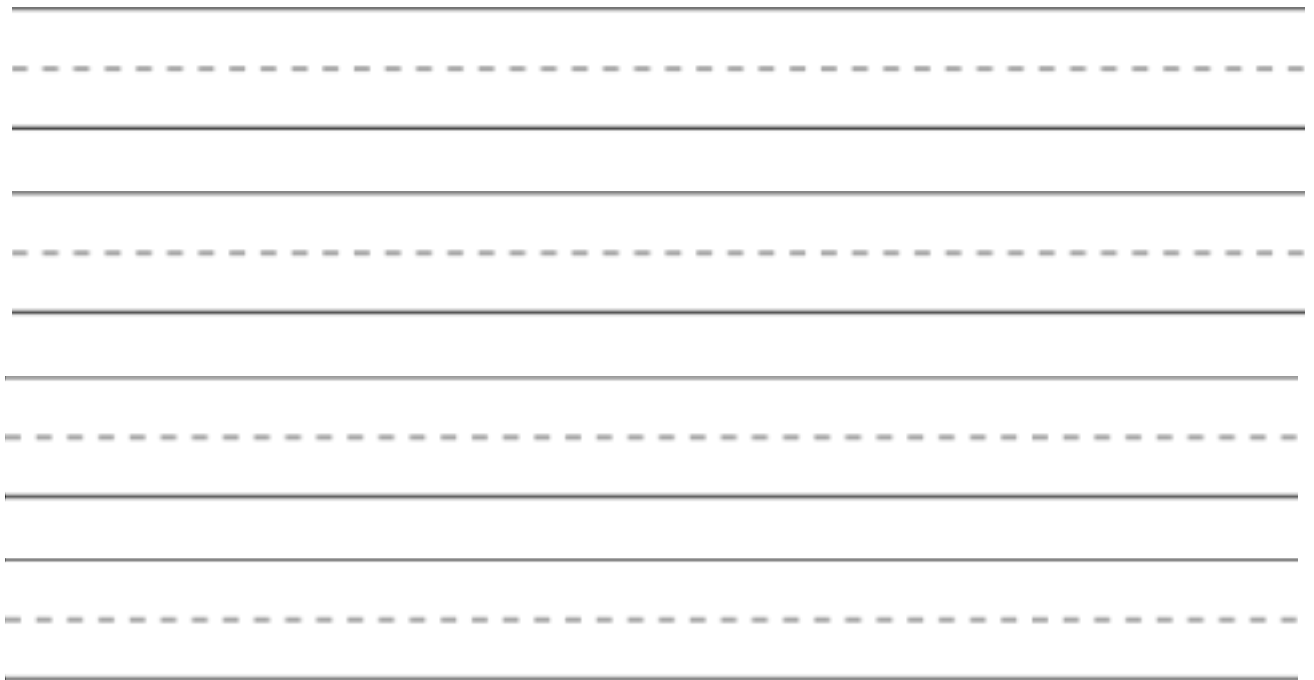
Then God said, "Let us make man in our image, after our likeness. And let them have dominion over the fish of the sea and over the birds of the heavens and over the livestock and over all the earth and over every creeping thing that creeps on the earth." So God created man in his own image, in the image 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 1:24

God said, "Let the  
earth bring forth  
living creatures  
according to their  
kinds."

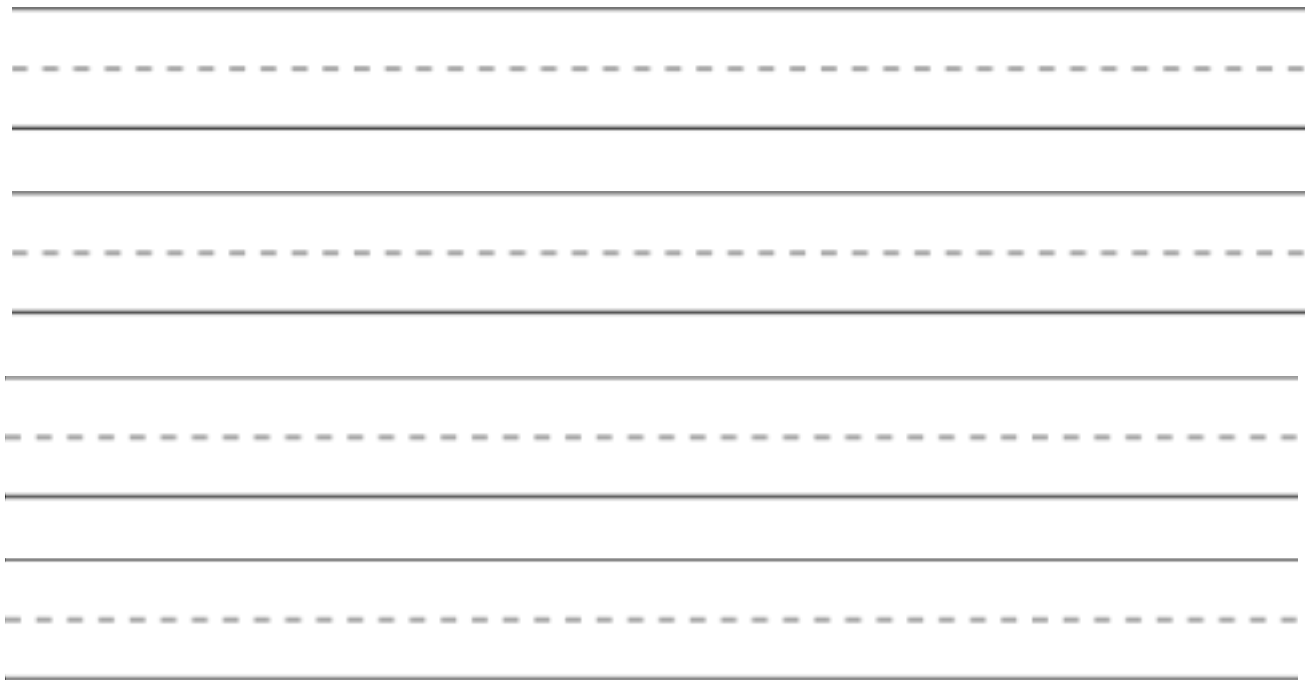
**Practice Time!**

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. There are four such sets of lines stacked vertically, with a small gap between each set.

## Proverbs 12:10

The righteous care  
for the needs of  
their animals, but the  
kindest acts of the  
wicked are cruel.

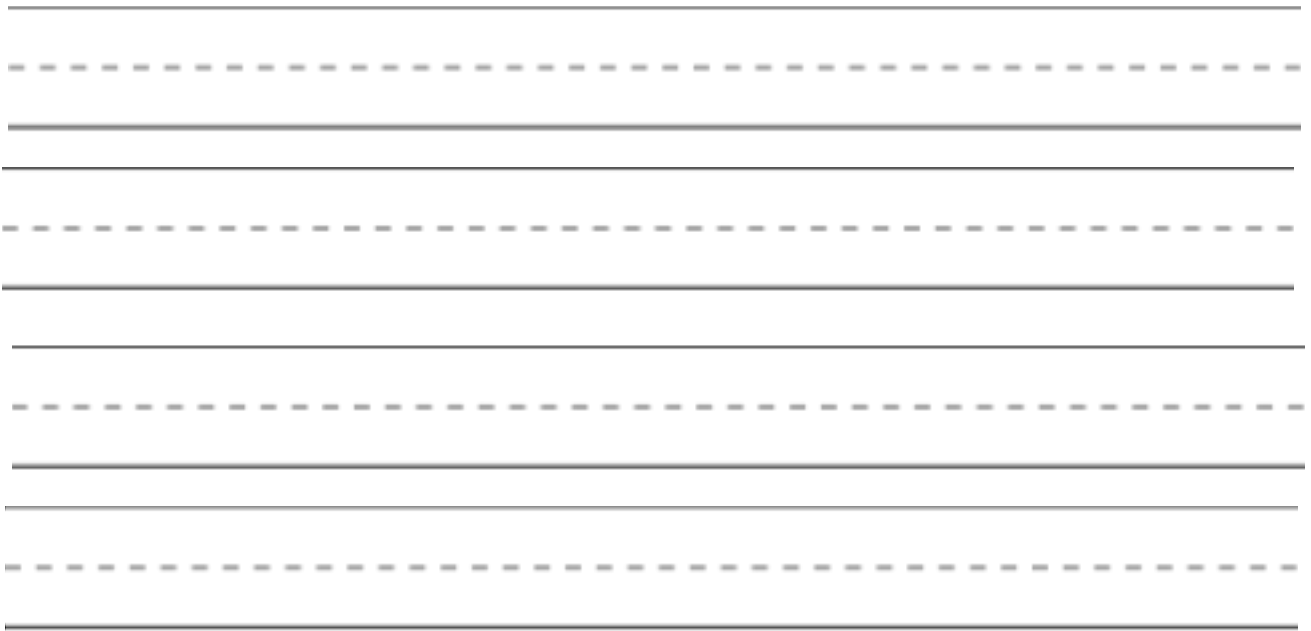
### Practice Time!

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

## Job 12:10

In his hand is the life  
of every living thing  
and the breath of all  
mankind.

### Practice Time!

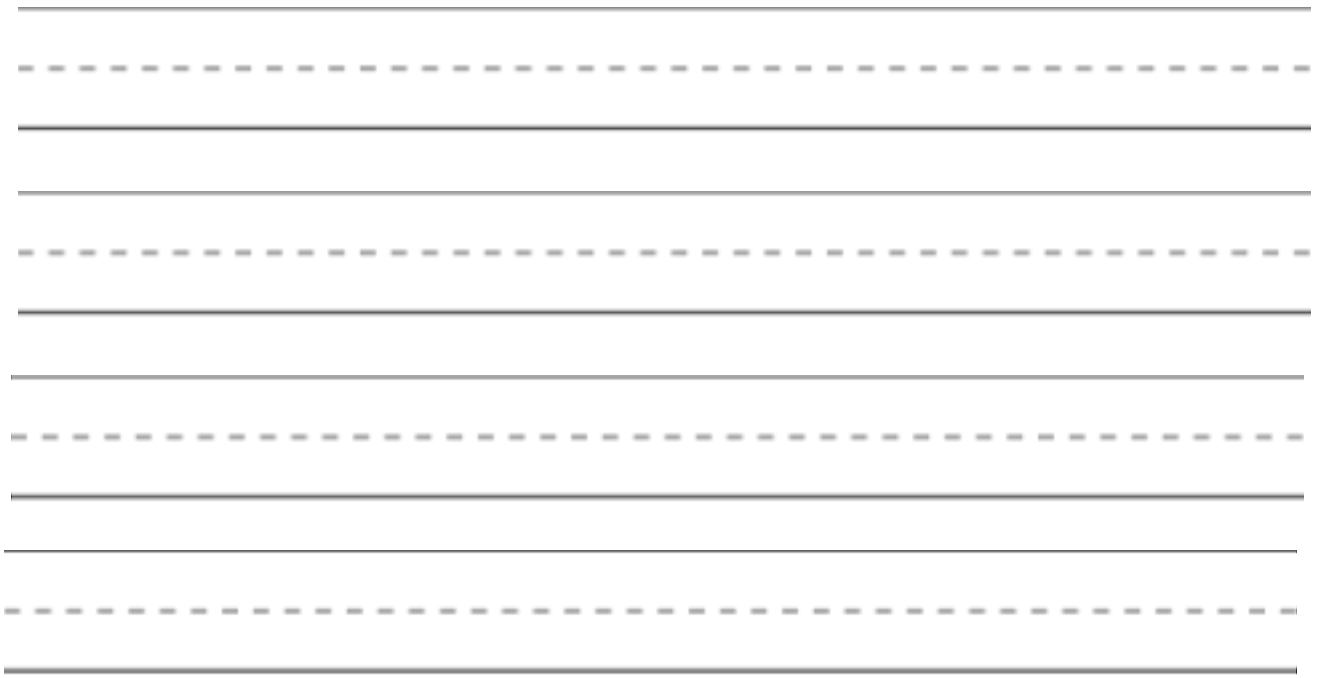
The practice area consists of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement. There are four such sets stacked vertically, with no text written on them.



## John 10:11

Jesus said, "I am the good shepherd. The good shepherd lays down his life for the sheep."

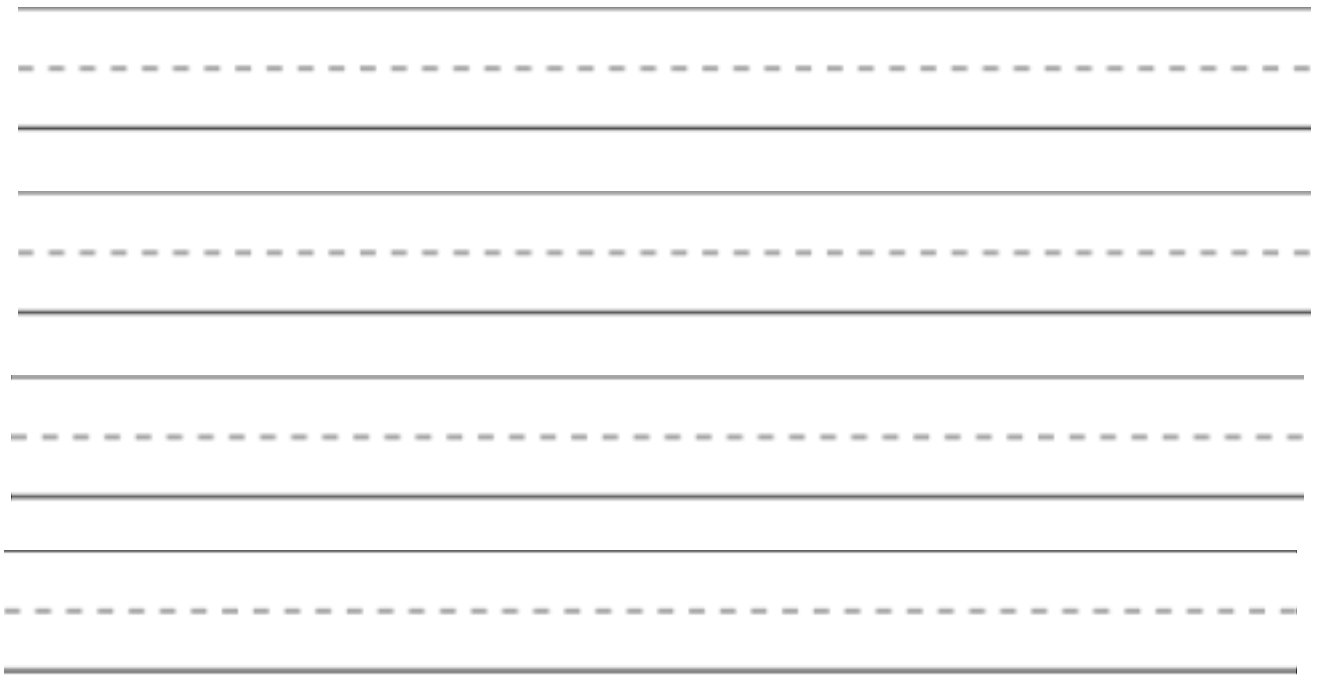
## Practice Time!

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

## Proverbs 28:1

The wicked run away  
when no one is chasing  
them, but the godly are  
as bold as lions.

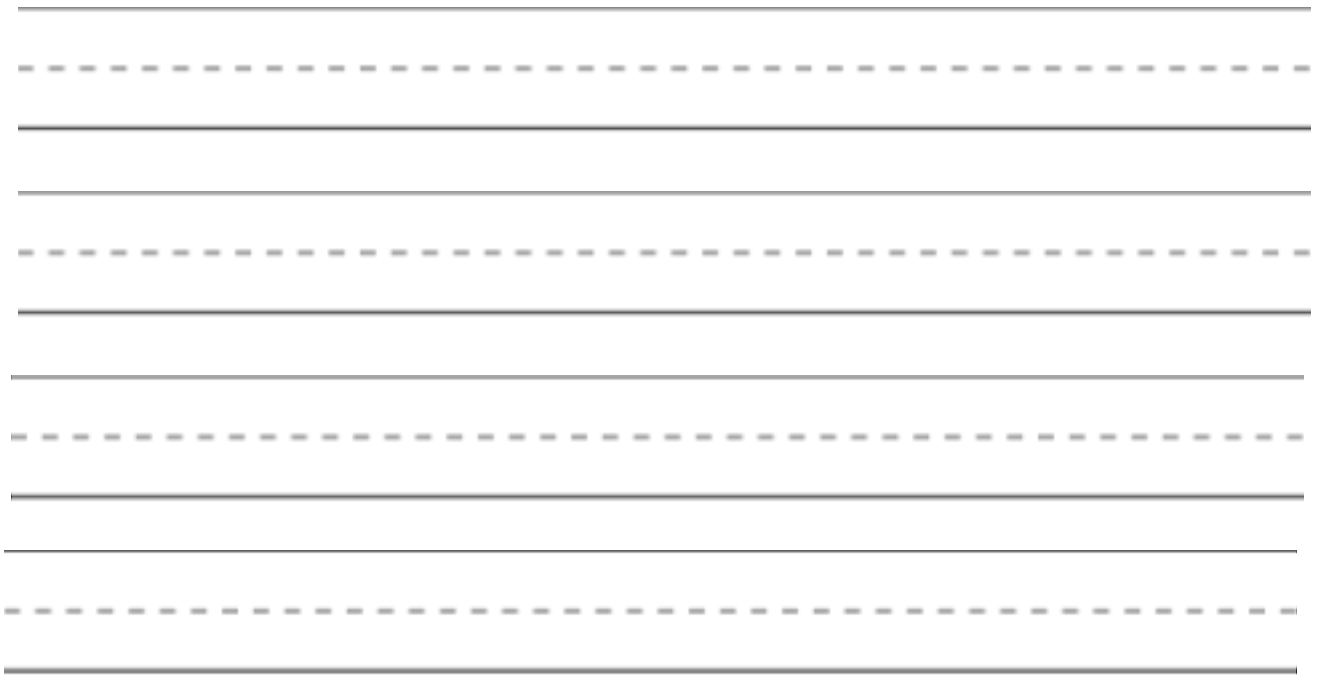
## Practice Time!

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 from the verse above.

## Matthew 10:16

I am sending you out  
like sheep among wolves.  
Therefore be as  
shrewd as snakes and  
as innocent as doves.

**Practice Time!**

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

*April*

## The Lamb by William Blake

Little Lamb who made thee  
Dost thou know who made thee  
Gave thee life & bid thee feed.  
By the stream & o'er the mead;  
Gave thee clothing of delight,  
Softest clothing wooly bright;  
Gave thee such a tender voice,  
Making all the vales rejoice!  
Little Lamb who made thee  
Dost thou know who made thee

Little Lamb I'll tell thee,  
Little Lamb I'll tell thee!  
He is called by thy name,  
For he calls himself a Lamb:  
He is meek & he is mild,  
He became a little child:  
I a child & thou a lamb,  
We are called by his name.  
Little Lamb God bless thee.  
Little Lamb God bless thee.



LISTEN

## I Am Jesus, Little Lamb Henriette Louise von Hayn

I am Jesus' little lamb,  
Ever glad at heart I am;  
Jesus loves me, Jesus knows me,  
All things fair and good He shows me;  
Even calls me by my name;  
Ev'ry day He is the same.

Safely in and out I go,  
Jesus guides me here below;  
When I hunger Jesus feeds me;  
When I thirst, my Shepherd leads me  
Where the waters softly flow,  
Where the sweetest pastures grow.

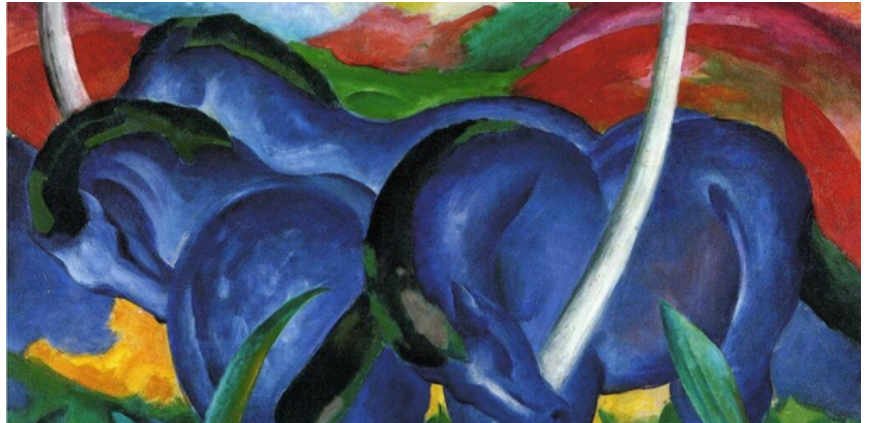
Should I not be always glad?  
None whom Jesus loves are sad;  
And when this short life is ended,  
Those whom the Good Shepherd tended  
Will be taken to the skies,  
There to dwell in Paradise.

LISTEN



April

Artist: Franz Marc  
"Blue Horse I"  
1880-1916  
Oil on Canvas



## Week One

- 1). Print in color the "Blue Horse-1." [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? How is it different from other painting about animals?

## Week Two

- 1). Learn about the artist [Franz Marc](#). View other famous [paintings](#): [HERE](#)
- 2). Franz Marc (1880-1916) was a German painter and a key figure in the Expressionist movement. He was born in Munich and was associated with the avant-garde group Der Blaue Reiter (The Blue Rider). Marc is best known for his vibrant use of color and emotional depictions of animals.
- 3). Franz drew over 30 animal paintings. [View other prints](#) such as His most famous animal paintings include "The Large Blue Horses," "Fate of the Animals," and "The Yellow Cow." Which ones do you like best?
- 4) Franz used an art form called Cubism. Do you like this abstract version of animals? Why or why not?





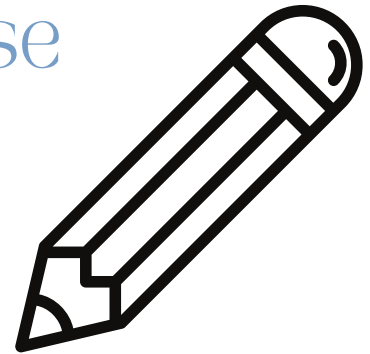
# Blue Horse-1

*April*





## Draw A Horse



Step 1: In your Nature Journal, draw a picture of a horse (or any member of the equine family). Take your time and observe carefully the prominent features of the horse. Notice the different coloring and patterns.

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

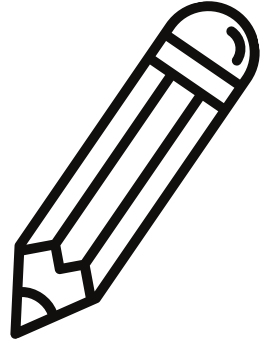


WATCH

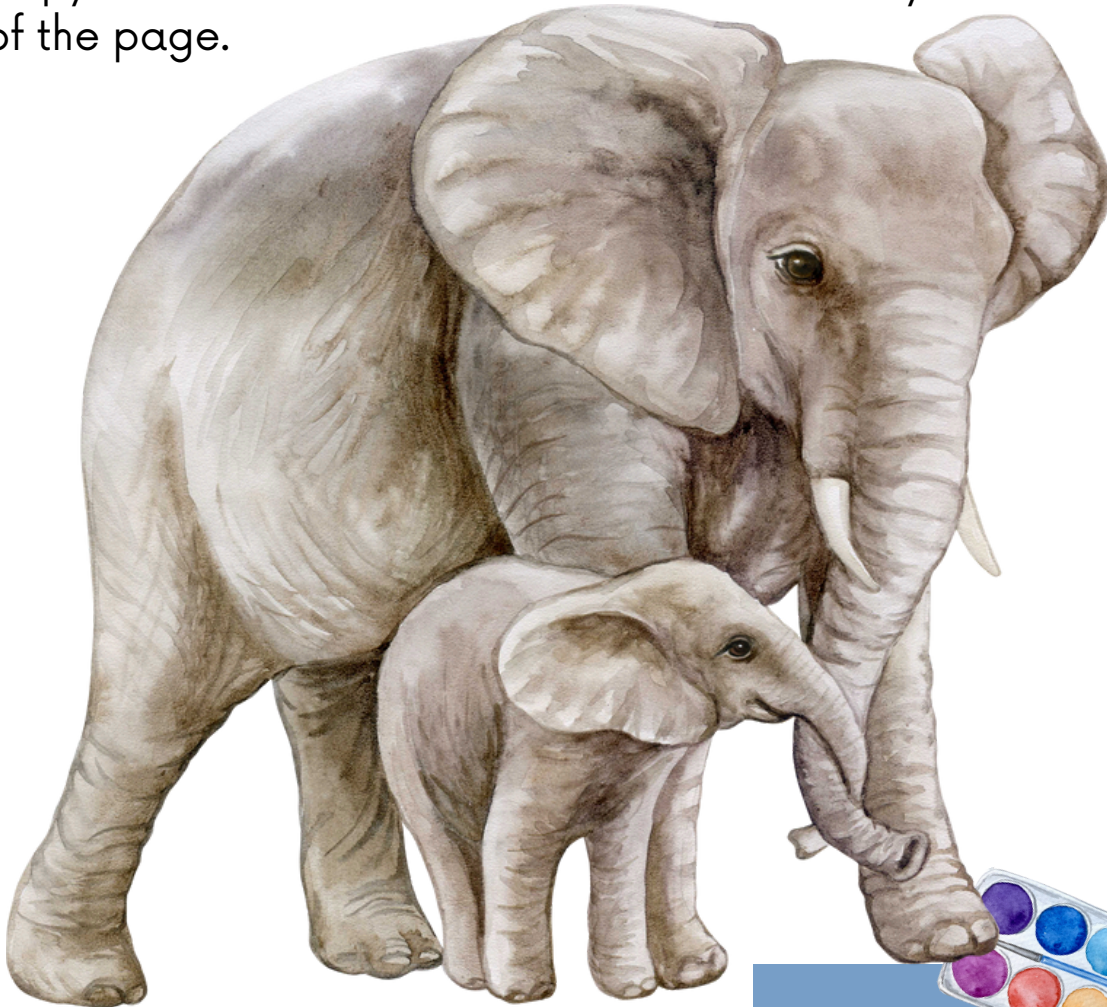


## Draw An Elephant

Step 1: In your Nature Journal, draw a picture of an elephant. Take your time and observe carefully the prominent features of the elephant. How do these adaptations help an elephant live?



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

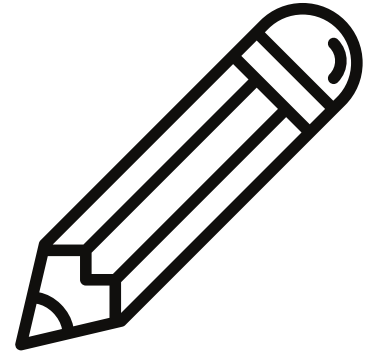


WATCH





# Draw a Tiger



Step 1: In your Nature Journal, draw a picture of a tiger (or any animal in the feline family.) Take your time and observe carefully the prominent features of a tiger. How do these adaptations help tigers to survive in its habitat? How do their characteristics help them as predator?

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



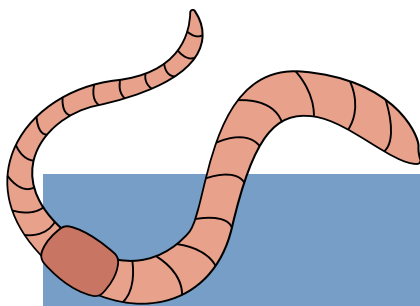
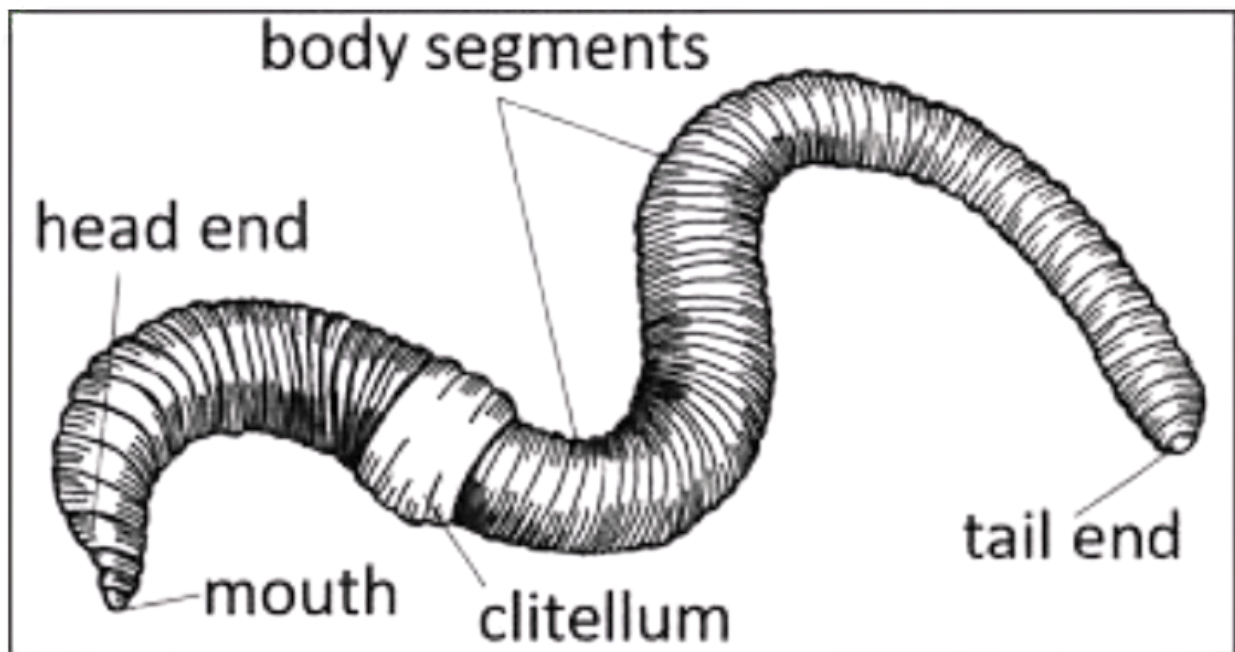
## PAINT





# Worm Experiments

Focus on Worms this week. Draw and research different kinds of worms. Observe live worms and/or dissect worms. Create a compost.



ORDER LIVE  
WORMS

ORDER  
DISSECTION  
KIT



## Create a Compost

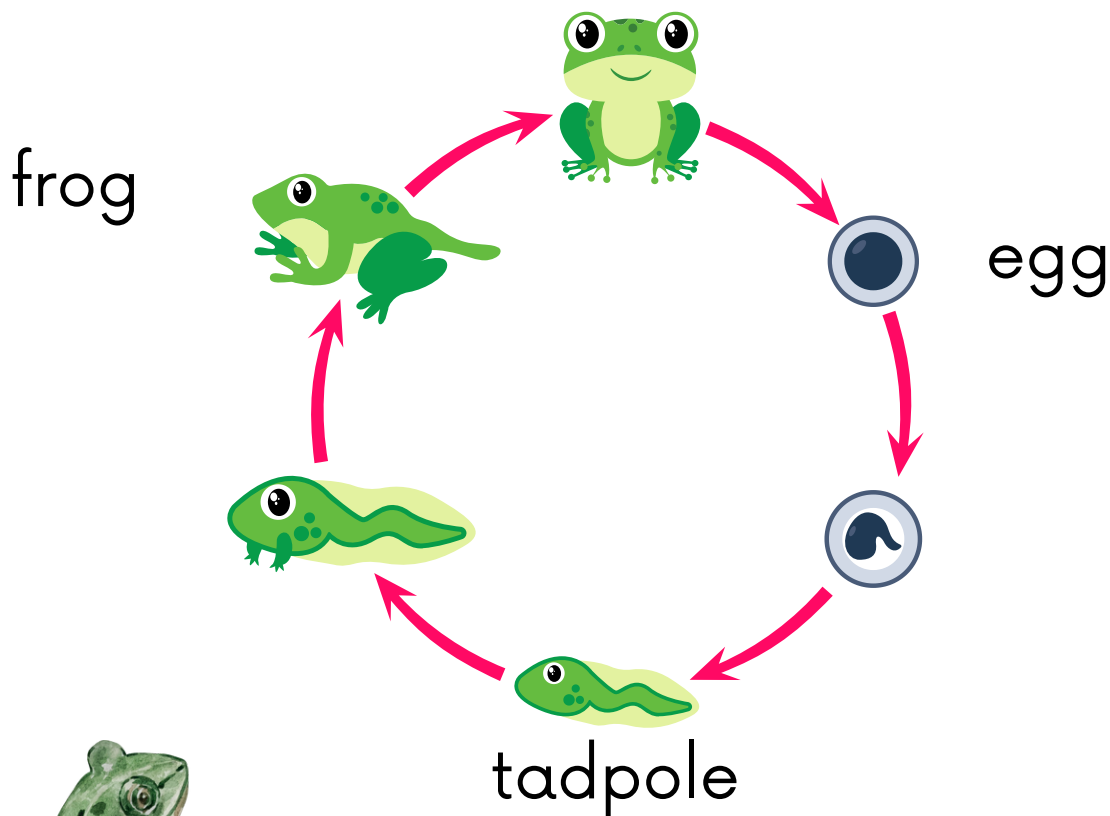
Creating a DIY compost is a great way to recycle organic waste and enrich your garden soil. Here are some simple steps to get you started:

1. Choose a Location. Find a dry, shaded spot in your yard that's easily accessible.
2. Select a Compost Bin or Pile. You can use a bin (store-bought or homemade) or simply create a pile.
3. Gather Materials. Green Materials: Kitchen scraps (fruits, vegetables, coffee grounds), grass clippings, and plant trimmings. Brown Materials: Dry leaves, straw, cardboard, and paper.
4. Layer Your Materials. Start with a layer of brown materials (about 6 inches). Alternate layers of green and brown materials, maintaining a ratio of roughly 2:1 (browns to greens).
5. Moisten the Pile. Add water to keep the pile damp but not soggy. It should feel like a wrung-out sponge. Add live worms to speed up the decomposition.
6. Aerate the pile very few weeks. Use a shovel to turn the compost. Continue adding materials and turning the pile to keep the process going.



## Amphibian Activities

Focus on amphibians this week. Draw and research different kinds of amphibians. Observe live frogs and/or dissect frogs. Raise tadpoles and create a diagram of the frog life cycle.



ORDER  
DISSECTION  
KIT

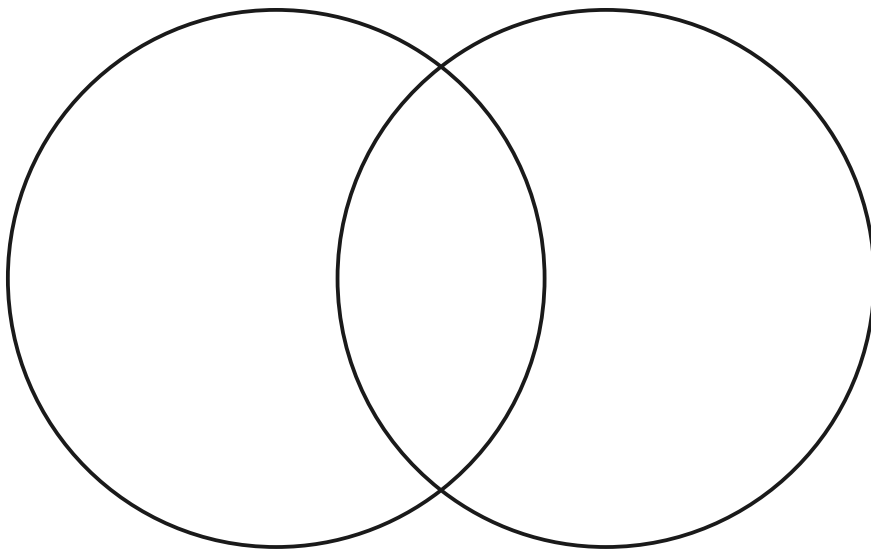


## Reptile Activities

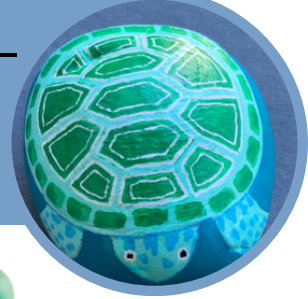
Focus on Reptiles this week. Draw and research different kinds of reptiles. Compare and contrast reptiles and amphibians. Create a beaded snake and/or paint a turtle "rock."

Reptile

Amphibian



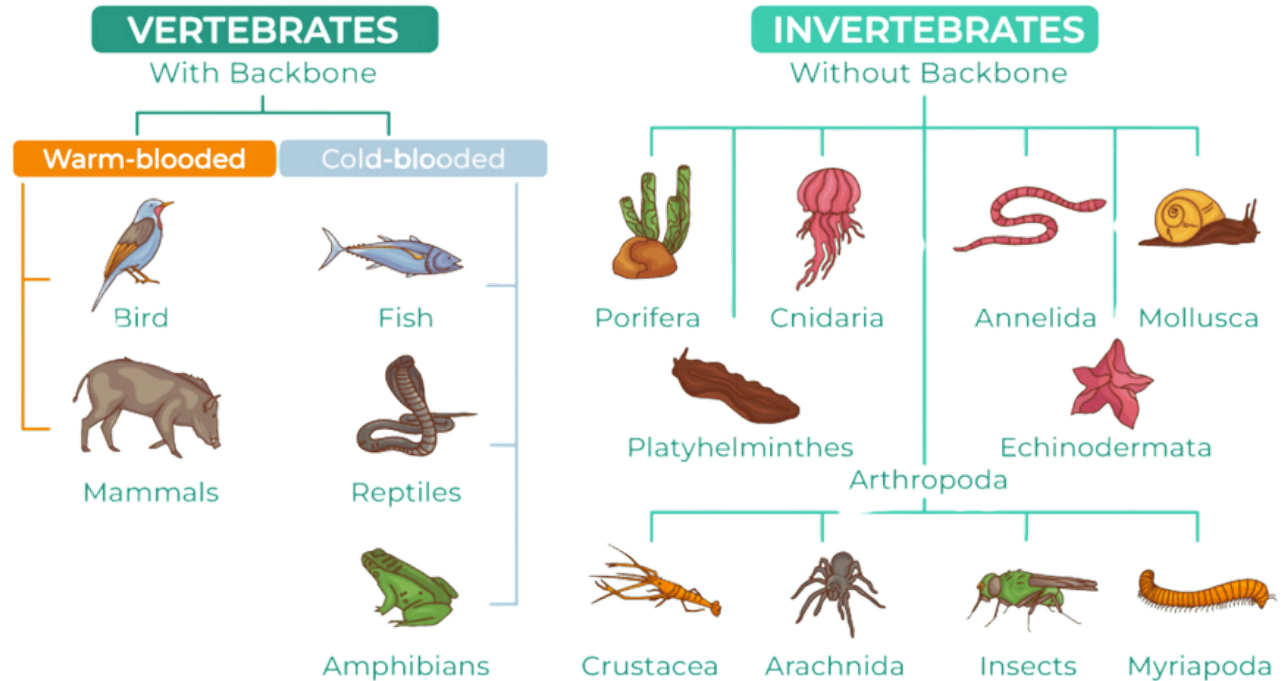
PAINT ROCK  
TURTLE



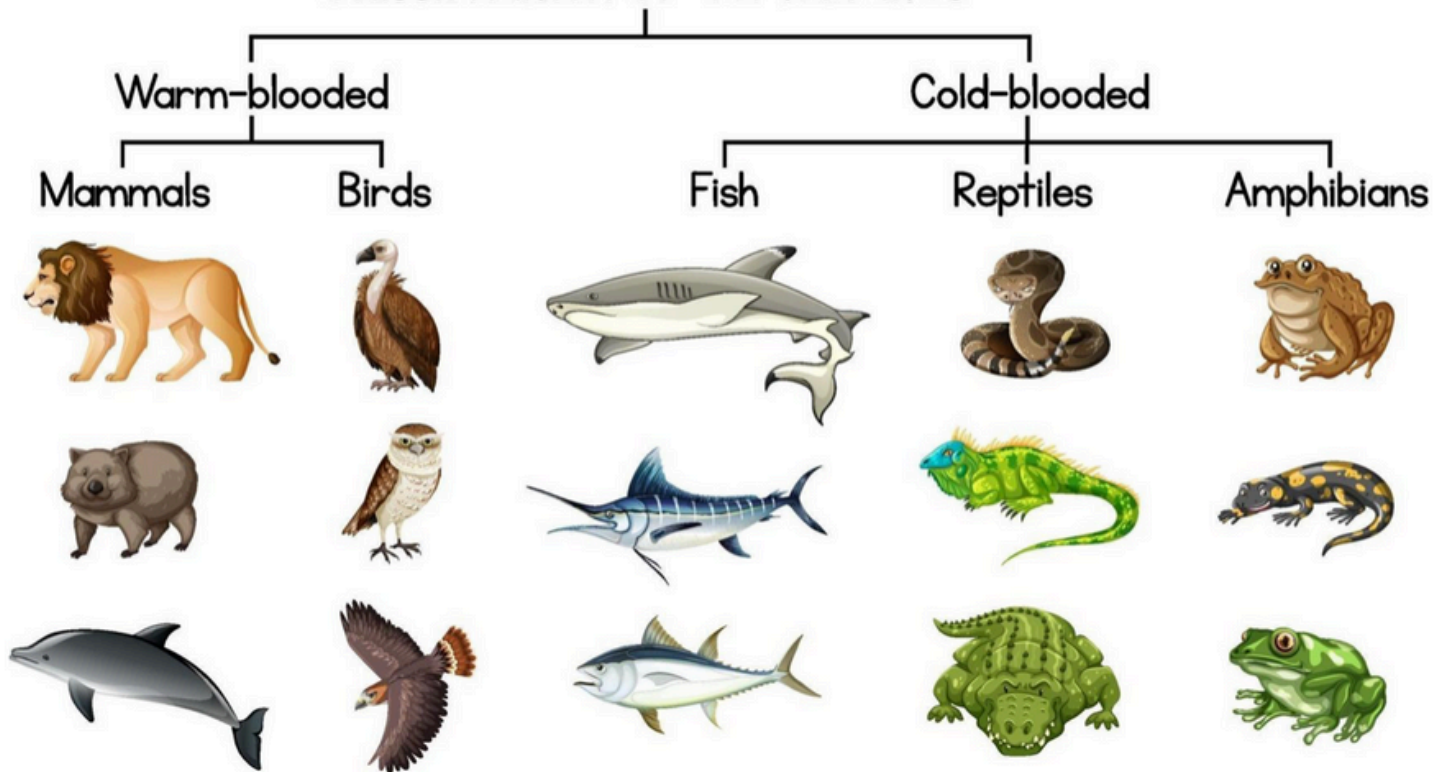
### Beaded "Snake"

1. Gather beads (any color) and a few pipe cleaners.
2. Start by threading beads onto the pipe cleaner. You can use a pattern or mix colors as you like. Leave some space at one end for the tail.
3. Shape the Snake. Once you have added enough beads (around 10-15 for a small snake), bend the pipe cleaner into a snake shape, curling it slightly to give it a more realistic look.
4. Finish the Tail. You can leave the tail as is or twist it for a fun effect.

## Classification of Animals



### Classification of Vertebrates







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



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