

**Sweet Gum Upper Elementary Community
Distance Learning Plan & Digital Resources
Week of May 25, 2020**

Dear Sweet Gum Community,

Below you will find details for the Week Nine Distance Learning Plan.

The following subject areas include new activities and projects this week:

- **Reading** - Looking at Characters: Major/Minor, Flat/Round, Static/Dynamic
- **Writing** - Color Poems (brought to you by Estelle Belfiore and Ms. Navarro)
- **Math and Geometry** - Word Problems
- **History** - Make Your Own “Ancient” Coins!
- **Science** - What Bones Can Tell Us (Exploring the Skeletal System)
- **Geography** - Tropical Cyclones

If you have not tried every activity from Weeks 1-8, you can find downloadable links to these plans under the “Downloadable Weekly Plans and Resources” panel on the webpage. Previous weekly plans from Specialists are also available on the Specials webpage.

In service,

Ms. Isaza and Mr. Kendall

New Content this Week:

Daily Reading and Response Journal:

Read a fiction book for a minimum of 1 hour per day. This book could be your new book club book, or an independent book you are already reading. Keep a response journal each time you read. In your journal this week:

- Index the characters: List the full name of all characters you’d consider important. Be prepared to write why you included someone or left them out.
- For each character, include one line from the text characterizing them.
- Label each character as major/minor, flat/round, and static/dynamic. A flat or static character means they are two-dimensional, like you don’t really get to know their thoughts, motivations, or values very deeply. A round character, or a dynamic character, will be more developed, you will learn about their strengths and weaknesses and how they see things.
- Could you **connect** with any of the characters? Could you see yourself in this character at all, in any major or minor way? How did this affect your reading?

- What were the (significant) characters **motivated** by? How did this affect their experience in the story? Was their source of motivation something that you could relate to?

Writing Activity: Color Poem

Collecting/Brainstorming

1. Think about one color. How would you describe it to someone else? Jot down any sensory descriptions that come to mind, like texture, taste, sound, smell. (Hint: this activity works well with a partner, who can ask follow-up questions or try to guess your color.) Guiding questions:
 - What looks (color)?
 - What sounds (color)?
 - What smells (color)?
 - What things taste (color)?
 - How does (color) feel?
2. What objects can you compare to your color? Jot these down, too.
3. Read Estelle's poem, "What is Gold?" Think about the tone (feeling) of her piece. Does she suggest that gold is positive or negative? What is the big idea that Estelle is building to at the end of her poem?
4. Continue to collect details that could hint at your own big idea. Ask yourself questions like:
 - What makes you feel (color)?
 - What experiences or ideas seem (color)?
 - Can you think of any (color) places?
 - What does (color) represent?
 - What is my unique way of seeing this color?

Choosing a Seed Idea

Repeat this process until you have chosen a color you are ready to write about.

Planning/Rehearsing

1. Review the Descriptive Writing Checklist to remind yourself which elements are important in this type of piece.
2. Choose a format for your poem. Use Estelle's as a guide, but remember that it does not have to follow this exact pattern. Will you vary sentence structure or begin every line with your color's name? Would you like to have a rhyme scheme?
3. Review your list of details from the brainstorm. Think about which details go together in terms of tone and which you will leave out of this draft.

4. Experiment with order. What sequence builds tension and meaning? Which details introduce the topic and which are most powerful to save for the end? (Hint: revisit Estelle's poem for guidance if you are stuck.)
5. Rehearse your chosen details aloud in the chosen sequence.

Drafting

1. Put aside Estelle's poem and the checklist for now.
2. To make the revision process easier, you may choose to write your lines on sentence strips, so they can be moved around later during the revision process.
3. Think about word choice as you write. For example, if you quickly brainstormed "I see daisies," you may change it to something like, "On my grandmother's porch, I hear Gerbera daisies humming in the breeze."

Revising

1. Consider putting the draft away for a day or two once you are done drafting. Then you can revisit it with fresh eyes. Use the Descriptive Writing Checklist, a peer, or a writing conference with a teacher to seek feedback. (Remember, Estelle is now an expert who is happy to consult with you!)
2. Remember that you don't have to tackle everything. Choose a few key elements to focus on for revision and write your goals down.

Editing

1. Once you have revised, consult the Descriptive Writing Checklist again for areas to edit.
2. When you are confident that you have done your best writing, it's time to publish!

Publishing

Think about the tone you chose and what the color represents to you. Match this feeling through your illustrations, and perhaps even add other materials, such as items from nature, scraps of material, or photographs.

Math and Geometry: Word Problems

Step 1: Practice Solving Word Problems

- Solve a word problem every day to keep your practice sharp.
- See the attachments with word problems you might like to try.
- **Follow these steps to solve:**
 1. Read the word problem and focus on what is happening.
 2. Reread the word problem and this time focus on what it is asking.
 3. Retell the word problem in your own words.
 4. Restate the question into a sentence with a blank for the answer. This really ensures you know what the question is asking.
 5. Take 1-2 minutes of time to think about how you will solve the problem.
 6. Take 3-5 minutes to solve the problem.
 7. Record what you think the answer is, how you got the answer, how you know it is correct, and then plug it into your sentence (from step 4) and see if it makes sense.

Step 2: Practice Writing Your Own Word Problems (Single Step or Multi-Step)

Think of a word problem as a **situation**. There will be some information given, and some information that is needed. We use the operations (addition, subtraction, multiplication, and division) to find specific information. See below how to use each operation to solve a word problem:

Addition:

- Combining two or more amounts
- Finding the total amount of separate amounts of something

Subtraction:

- Finding the difference between two amounts
- Finding how much more or how much less
- Finding how much farther
- Determining the amount spent, used, or eaten when taking one amount from another

Multiplication:

- Having equal groups and needing to determine the total
- Needing to determine the amount you need for X number of people or X number of something
- Finding the total of a rate problem
- Finding a part (fraction) of a whole number
- Taking part (a fraction) of a part (a fraction)

Division:

- Dividing an amount into equal groups
- Cutting an amount into equal sized pieces
- Using an equal amount of something over the course of time
- Determining how many fractional groups you can make of an amount

Now, what kind of word problem would you like to write? Is there something happening in your home that could inspire a word problem? Use the list above for ideas. See a single step situation below:

Aodhan rides his bike with a constant speed of 8 kilometers per hour. How far can he travel in 1/2 hour?

What is known:

- **Velocity (V)** is 8 kilometers per hour
- **Time (T)** is $\frac{1}{2}$ hour

What is needed:

- **Distance (D)** traveled in $\frac{1}{2}$ hour

So what we need to find out is **how far** Aodhan traveled in $\frac{1}{2}$ hour, while moving at a constant speed of 8 kilometers per hour.

Distance = Velocity x Time or $D = V * T$

$$? = 8 \times \frac{1}{2}$$

$$D = 4$$

So, in $\frac{1}{2}$ hour, traveling at a constant speed of 8 kilometers per hour, Aodhan traveled 4 kilometers in total.

Does this answer make sense? Let's plug it in to check:

$$4 = 8 \times \frac{1}{2} \rightarrow \text{YES!}$$

Don't forget to visit Mr. Hurwitz's curriculum supplements on the Specials page! He has shared a number of printable packets that are grade specific.

History:

Make your own “ancient” coins!

Coins have been a part of human culture and commerce for over 2,500 years. Scientists today can study ancient coins for clues about the cultures that made and used them. Some coins were stamped with images of rulers or carved with symbols important to the peoples who made them. Each coin tells a story using symbols, images, even letters and numbers. Let’s take a look at some ancient coins, as well as some more modern ones, to see what we can learn about the circumstances in which they were created. Then, you can make your own!

First, spend some time studying the following images of ancient coins. What do you notice about them? Pay particular attention to symbols, images, and any written information you can see. What can you guess about the people who made and used these coins? Once you’ve done so, see the key below the images to find out more about where they’re from.

1.



2.



3.



4.



5.



6.



Key:

1. Commemorative coin of Euthydemos from Agathokles of Bactria
2. Electrum coin from Ephesus (circa 650-625 BCE)
3. Silver half-dollar, United States of America, 1858
4. Greek drachma of Aegina
5. Ban Liang coin from the Western Han Dynasty
6. Coin of Kanishka (with Greek script), with image of the Buddha on the reverse

Next, find some modern coins. How do they compare to the “ancient” coins above? What sort of information do they contain, and what stories do they tell? What are they made of (check [here if you're not sure](#), or look for further information online)? What can you tell about the cultures who made and use them?

Finally, make your own coins!

If you can, gather the following:

- Pencil
- White paper
- Clay (preferably air-dry)
- Toothpicks
- Fork
- Gold paint
- Paintbrush

1. Think of some symbols or markings that represent something important to you (this can even *be* you).
2. Sketch out a rough draft of the image(s) you'd like to include on each side of your coin. Often, one side of a coin included an image of a face, and the other another important symbol. Both sides might contain a name, date, or important phrase.
3. Make a sphere of clay a little smaller than the size you want your coin to be (it's easier to include detail on larger coins).
4. Flatten your clay into a “pancake” and smooth the edges.
5. Use toothpicks, fork, or other tools to carve your image into each side of your coin, referring to your design from before.
6. Allow your coin to dry completely.
7. Paint one side of your coin, allow it to dry completely, and then paint the reverse.
8. Congratulations! You've made your very own coinage!

Sources:

<https://www.livescience.com/2058-profound-history-coins.html>

https://en.wikipedia.org/wiki/History_of_coins

<https://www.ancient.eu/image/258/commemorative-coin-of-euthydemos-from-agathokles-o/>

<https://www.providentmetals.com/knowledge-center/collectible-coins/us-coin-history.html>

https://en.wikipedia.org/wiki/Ancient_Chinese_coinage

https://en.wikipedia.org/wiki/Coinage_of_India

Science: What Bones Can Tell Us

I am really missing the time we spend outside together as a community this spring. I especially miss planning our class camping trip with all of you! If you're missing this class tradition like I am, or if you are missing Mr. Bones from the classroom, then this topic is for you.

Our friends at Echo Hill Outdoor School are sharing their expertise through videos, and one of our favorite staff naturalists, Jake, shares this video which inspired this week's lesson. Watch Jake's lesson [here](#).

After you watch the video, read the attached article, "Welcome to the Bone Room" and some of the information below about how bones form, and consider one of the related activities this week:

"Saying "bone" voyage to cartilage, and hello to osteoclasts"

This is an article from How Stuff Works, adapted by Newsela staff
Published 8/6/2019

Right now, the bones in your body are undergoing a rebuilding process. You can compare this process to construction. There are wrecking crews blasting into the bone and taking away the leftover bone parts. Meanwhile an entirely different work crew patches the newly made holes with stronger and newer material.

Before we talk about replacing bone with new bone, we'd better learn how the bone forms in the first place. Before a baby is born, it is called a fetus. It floats around in the womb. At this point, the developing body is just beginning to take its shape. It is creating cartilage to do so. Cartilage is a tissue that isn't as hard as bone, but it is much more flexible. Your ears are made of cartilage. So is your nose.

Ossification Process

While the fetus is in the womb, a large amount of cartilage begins changing into bone. This is called ossification. When ossification happens, the cartilage begins to calcify. This means that layers of calcium and phosphate salts begin to gather on the cartilage cells. This causes the cartilage cells to die off, leaving small pockets of separation in the soon-to-be-bone. Tiny blood vessels grow into these pockets.

Next, special cells called osteoblasts begin traveling into the developing bone. They get there by traveling through the blood vessels. Osteoblasts are the "builders." These cells produce a material made of collagen fibers, which are fibers that provide strength and cushioning to different parts of the body, like the skin. The osteoblasts also help collect calcium, which is left along this fibrous material. The osteoblasts develop a sort of grid. One common comparison for this design is reinforced concrete. Reinforced concrete is a grid of metal rods covered with concrete mix.

After a while, the osteoblasts themselves become part of the grid. They turn into lower-functioning osteocytes. They are like a retired version of osteoblasts. They continue to putter along but do not stray too far from the blood vessels. The osteocytes help form the spongelike network of cancellous bone. This bone isn't soft, but it does look spongy. Its spaces help transfer the stress of outside pressures across the bone. These spaces also contain marrow, which is a soft, fatty substance where blood cells are produced. Little channels called canaliculi run all through parts of the bone, letting nutrients, gases and waste get through.

We're not through growing these bones yet though.

An Inner And Outer Layer

Before turning into osteocytes, osteoblasts produce cortical bone. This is the outer surface of the bone. When osteoblasts build cortical bone, it is like a bricklayer trapping himself inside a man-sized brick chamber that he made himself. After forming the hard shell, called the cortical bone, the bricklayer fills in the chamber. Air makes its way through the brick and slowly causes the bricklayer to disappear. In the bone, this part of the process is caused by the osteoclasts.

Osteoclasts are another type of bone cell. They make their way into the calcifying cartilage and take bone out of the middle of it. Osteoclasts do this by eating up the bone using acids and hydrolytic enzymes, which break large molecules into smaller molecules. The middle of the bone is hollow now. That leaves room for marrow to form. So, our bricklayer, the osteoblasts, made the chamber, or cortical bone. The bricklayer died inside the chamber, or became an osteocyte. It disappeared over time, or was dissolved by osteoclasts. He left behind his remains that formed a pattern of mass and space inside the brick chamber.

Over time, all the cartilage turns to bone, except for the cartilage on the end of the bone and the growth plates. The growth plates connect the bone shaft (the long middle part of the bone) on each side to the bone ends. These cartilage layers help the bone expand. This lets your bones grow as you age. Finally, the cartilage calcifies by adulthood.

Bone Remodeling

So, right now in your body, there are osteoclasts hard at work eating up old bone cells. There are also osteoblasts helping to build new bone in its place. This cycle is called remodeling.

When you're young, you have more osteoblasts, the builders, than osteoclasts, the removers. This results in bone gain. When you age, the osteoblasts can't keep up with the osteoclasts, which are still removing bone cells. This leads to loss of bone mass. It can also lead to a condition called osteoporosis, which is a disease that causes your bones to become very weak.

Consider one of these activities to learn more about bones this week:

1. Study the names of all the bones of the adult human body. Try and memorize the bones of one part of the body (e.g. the hand, the skull, the foot). Draw and label the parts.

2. Compare the skeletal systems of various vertebrates (e.g. African elephant, pygmy blue whale, peregrine falcon, etc.).
3. Compare the structure of an invertebrate body (perhaps an arthropod like the Atlantic blue crab) to a vertebrate. How does the structure of the organism's body affect its function?
4. Compare the skeletal system of a human infant to a human adult. What is different?
5. Find out the main functions of the human skeletal system. How do our skeletons help us function in day-to-day life?

Geography Activity: Tropical Cyclones

Read about how hurricanes work in the article below, and then try one of the activities listed at the end of this section.

What is the difference between a hurricane and a typhoon?

Hurricanes and typhoons are the same weather phenomenon: **tropical cyclones**. A tropical cyclone is a generic term used by meteorologists to describe a rotating, organized system of clouds and thunderstorms that originates over tropical or subtropical waters and has closed, low-level circulation.

The weakest tropical cyclones are called *tropical depressions*. If a depression intensifies such that its maximum sustained winds reach 39 miles per hour, the tropical cyclone becomes a *tropical storm*.

Once a tropical cyclone reaches maximum sustained winds of 74 miles per hour or higher, it is then classified as a hurricane, typhoon, or tropical cyclone, depending upon where the storm originates in the world. In the North Atlantic, central North Pacific, and eastern North Pacific, the term *hurricane* is used. The same type of disturbance in the Northwest Pacific is called a *typhoon*. Meanwhile, in the South Pacific and Indian Ocean, the generic term *tropical cyclone* is used, regardless of the strength of the wind associated with the weather system.

The ingredients for tropical cyclones include a pre-existing weather disturbance, warm tropical oceans, moisture, and relatively light winds. If the right conditions persist long enough, they can combine to produce the violent winds, large waves, torrential rains, and floods we associate with this phenomenon.

At times, when a weather system does not meet all of these conditions, but is forecast to bring tropical storm or hurricane force winds to land in the next day or two, it is called a *potential tropical cyclone* in the Atlantic basin and the central and eastern North Pacific basins.

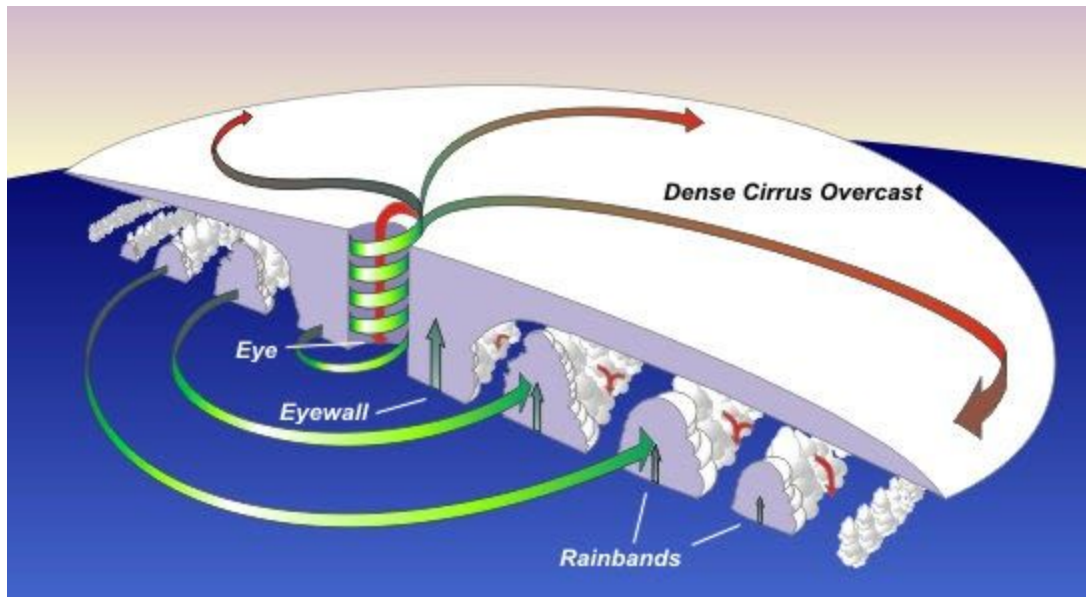
In the Atlantic, hurricane season officially runs from June 1 to November 30. Ninety-seven percent of tropical cyclone activity occurs during this time period. However, there is nothing magical about these dates. Hurricanes can and do occur outside of this six month period.

Source:

NOAA. What is the difference between a hurricane and a typhoon? National Ocean Service website, <https://oceanservice.noaa.gov/facts/cyclone.html>, 1/07/2020.

Activities:

- 1.) Make a model of a hurricane and label the parts. The main parts of a tropical cyclone are the rainbands, the eye, and the eyewall. Air spirals in toward the center in a counter-clockwise pattern in the northern hemisphere (clockwise in the southern hemisphere), and out the top in the opposite direction. In the very center of the storm, air sinks, forming an "eye" that is mostly cloud-free.



Cross section of a typical hurricane.

- 2.) Be a citizen scientist! NOAA created a series of webinars for Upper Elementary children you can watch here: <https://www.youtube.com/watch?v=4ICU43ydxhM>
 - a.) **Webinar Description:** Hurricane Specialists Dan Brown, Robbie Berg, Andy Latto, and John Cangialosi from the National Hurricane Center; Warning Preparedness Meteorologist Bob Robichaud from the Canadian Hurricane Centre (Environment and Climate Change Canada); Meteorologist Rohan Brown from the Meteorological Service of Jamaica; and Flight Director Mike Holmes from the NOAA Aircraft Operations Center gave a live webinar to 4th, 5th, and 6th graders on Tuesday, May 19, 2020.

- 3.) Create a cyclone in a bottle!

What you'll need:

- Water
- A clear plastic bottle with a cap (that won't leak)
- Glitter
- Dishwashing liquid

Instructions:

1. Fill the plastic bottle with water until it reaches around three quarters full.
2. Add a few drops of dishwashing liquid.
3. Sprinkle in a few pinches of glitter or hole-punch thick and glossy leaves (this will make your tornado easier to see). Using leaves (like holly) is better for the environment!
4. Put the cap on tightly.
5. Turn the bottle upside down and hold it by the neck. Quickly spin the bottle in a circular motion for a few seconds, stop and look inside to see if you can see a mini tornado forming in the water. You might need to try it a few times before you get it working properly.
6. Modify your work: using a second plastic bottle of the same kind, and some duct tape, place the second bottle on top of the first, so the necks meet. Cut sticky tape and wrap firmly around the mouths so no water escapes. Quickly turn your cyclone maker so the water-filled bottle is at the top. Swirl it in a circular motion. A tornado should appear with a little practice!
7. Modify again: place a large washer between the two bottle mouths, to narrow the hole through which the water can pass. How does this change things?

What's happening?

Spinning the bottle in a circular motion creates a water vortex that looks like a mini tornado. The water is rapidly spinning around the center of the vortex due to centripetal force (an inward force directing an object or fluid such as water towards the center of its circular path). Vortexes found in nature include tornadoes, hurricanes and waterspouts (a tornado that forms over water).

Weekly Content:

Writing Conferences:

Please reach out to Ms. Navarro by email at e.navarro@aidanschool.org if you would like to schedule a writing conference with her. She would love to hear what you are writing about these days and support your creative work!

Weekly Spelling List and Activity:

Parents, the lists attached are suggestions for the children. An old fashioned dictionary or independent reading books work fine to scout for new and interesting words instead of using the PDF lists.

Children, choose ten words to learn this week. Ideally these are words you use often but notice that you don't feel comfortable spelling in your own writing, or they can be words that trip you up while reading. As a backup, you can choose words from one of the high frequency lists, or new vocabulary you encounter through your own research.

Remember, new words will only stick if you use them, so practice multiple times and make sure they are going to be applicable in your work.

Once you have chosen words, practice spelling them correctly. Options for this include:

- **Word Wall Card**
- **Tiles:** spell with bananagrams tiles
- **Shaving Cream:** write in shaving cream using a silpat or tray
- **Skin/Air Writing:** trace the letters on your skin with a finger, tap each letter down your arm and then say the whole word, or write them in the sky using your whole arm
- **Stamp:** use an alphabet box to stamp the words with ink or into dough
- **Sand:** trace the words with your finger in a sand tray
- **Word Hunt:** search a book or the environment around you for each word and then record
- **Cirque du Soleil:** form each letter on the rug with your body
- **Chant:** chant each letters in a rhythmic pattern
- **Rainbow:** choose 3-5 colors and write the word in each
- **Story:** write a story/poem that includes all of the words
- **Teach:** teach someone else how to spell the word

Each time, make sure you:

1. Read the word aloud (while looking at it in written form).
2. Spell the word aloud, one letter at a time.
3. Attempt to spell without looking at the word (using one of the above methods).
4. Check that you spelled the word correctly.

5. Create a sentence that uses the word (aloud).

High Frequency Word Lists (see PDF)

Grade 4 List (see PDF)

Grade 5 List (see PDF)

Math and Geometry:

Khan Academy:

Parents, you are encouraged to create an account on Khan Academy for your child. The accounts are FREE. You may click the grade level links below to subscribe your child to a course under my teacher account page, where they can access learning content (video tutorials and activities) and I can view their progress through course content. Content is not lock-step, and it is self-paced. If you do not subscribe your child to the “courses” via the links below, I will not be able to view their progress or work, but the children will still be able to access the various tutorials and content.

Each day, your child should choose an appropriate topic to review/learn and practice. If this is their first experience on the Khan Academy platform, they may need some guidance finding an appropriate topic of study. In general, grade level topics should be familiar territory (e.g. a 4th Year should look through the 4th Grade content and select a topic).

If for any reason your child does not have access to a computer or you prefer to support their work differently, there are plenty of alternative ways to build math appreciation, number flexibility and to practice building skills. Please see the links below with further ideas (I recommend “Numbers Talks” at this [link](#) - once a parent knows how to have a number talk, these can make for fun, spontaneous conversations).

If you have simple tools at home (e.g. geometry compass, ruler, measuring cups, graph paper, protractor, thermometers, etc.) your child is encouraged to put those tools to good use! If you have workbooks at home (e.g. Kumon, Spectrum, Common Core Math) please feel free to use those instead of Khan Academy for skill practice.

Because each child’s math and geometry work is individualized at school, I understand that supporting this work can be a challenge outside of school. Please feel free to drop me a note for some guidance or assistance identifying the best fit for your child.

Khan Academy information letter to parents: [link](#)

Grade 4 Math Essentials Course [link](#)

Grade 5 Math Essentials Course [link](#)

Grade 6 Math Essentials Course [link](#)

If you are nostalgic (as I am) for our Montessori Math Materials, have a try at [extracting the square root or finding common multiples on the pegboard](#) VIRTUALLY, a new resource coded by a Montessori teacher's husband! This resource might be most fun for parents, to get a glimpse at how our materials work. A little tutorial can be provided if you request :)

Science:

Select a science project from this [link](#). Make sure you have the materials at home that are needed for your project of choice. Follow the instructions, collect data and observations, and write down your conclusions. Send photos of your process, or share your conclusions with me by Friday at j.isaza@aidanschool.org

Cooking:

Miss the Learning Kitchen? Here's how you can keep sharpening your cooking skills at home, even with limited ingredients:

1. Inventory your kitchen! Ask your parents which ingredients in your kitchen you're allowed to use for your project, write a list of everything you have access to, and email it to Mr. Kendall.
2. Get your recipe! Mr. Kendall will use your list to find a personalized recipe for you to try out at home (or find your own by entering your ingredients into SuperCook).
3. Cook! Be sure to ask for parental support with anything difficult or dangerous.
4. Record your results! Write down your observations about the process, noting things you enjoyed doing, things that were difficult (and why), things that went well for you, and things with which you struggled. If you'd like, take pictures!
5. Share your results with others! Share the finished project with your family, and share your notes with Mr. Kendall and the class.
6. Be sure to clean and sanitize any kitchen tools or surfaces after use.

Each week you'll be able to get another personalized recipe, so be sure to let Mr. Kendall know if there's something you're particularly interested in trying.

Care for the Home and Others:

- Plan a meal to cook or a recipe to bake. Be sure to clean the kitchen thoroughly upon completion, and return any tools and utensils to their proper home.
- Offer to care for any houseplants or family pets.
- If you have your own bookshelf, organize it by genre (e.g. fantasy, literary fiction, nonfiction, science fiction, poetry, etc.) or by author last name, or help a sibling organize their shelf.
- Wash and fold your own laundry.
- Offer to set the table for a family meal.
- Fix something broken (e.g. darning a sock).

- Ask an adult how you can help with a task (carrying groceries, taking out trash, etc.)
- Write a list of questions on paper slips and have the family draw questions from a bowl or hat to make for some interesting dinner conversation.
- Call someone lonely.
- Play with a sibling.
- Read aloud to a younger sibling.

Care for Self:

- Take a mindfulness break
- Do something creative (e.g. paint, draw, write a poem, build something, play music, make a booklet and decorate the cover)
- Prepare a healthy snack or smoothie
- Get some exercise (e.g. practice yoga)
- If you have the resources nearby, try some handwork (kumihimo, knitting, crochet, embroidery, origami, sewing)
- Learn something new from YouTube (see links below)
- Learn something new from someone else!
- Wash your hands often :)