

MRSD Distance Learning for Kindergarten

Dear MRSD Families,

As we release this next Distance Learning Activity Packet, please allow us to express our heartfelt appreciation for the efforts you're making to ensure students' most important needs are met, and to reassure those who worry if they're "doing it right," or "doing enough" that we are here to help and not to judge. **If you're doing what you can do – you're doing it right, and we appreciate your support at home, in whatever capacity you are able to offer! Thank you!**

We know this is a challenging time for families – with competing priorities, uncertainty and isolation, and we want to reaffirm that **we stand with you in ALWAYS putting family first!** As the expert on your child, you're in the best position to decide what, when and how they engage in the learning we've designed, **and you have our full backing in limiting (or adding to) the amount of school work they experience, based on your individual circumstance.**

We invite you to reach out with specific questions, worries, or needs you may have. Please know that **we're in this TOGETHER, and your school partners are here to help.**

In gratitude,
K-5 Staff

We recommend each instructional day to include the following:

Teacher-Led Learning	Learning and Supplemental Activities	Meeting Nutrition and Wellness Needs
45 Minutes Maximum	1-2 Hours Recommended	2 Hours Recommended
Instruction, tasks, and activities as assigned by teachers in this document.	Suggestions: <ul style="list-style-type: none"> ● 15+ minutes of independent reading or reading to family member (books of student choice) ● Counting and sorting ● Drawing ● Flashcards ● 30-60 minutes of imaginative play ● Journaling (write/draw) ● Arts and crafts ● Listening to music ● Board games, puzzles, dice, cards ● Drama/acting/singing ● Listening to a read aloud ● Watching educational 	Suggestions: <p>Meal Time</p> <ul style="list-style-type: none"> ● Integrate hand washing ● Invite children to help ● Include all members of the family if possible ● Connect/talk during meals <p>Outside Play</p> <ul style="list-style-type: none"> ● Walk together ● Bike rides ● Jump rope ● Sidewalk chalk drawing <p>Inside Play</p> <ul style="list-style-type: none"> ● Puzzles ● Games

	programs or videos	<ul style="list-style-type: none"> • Stretching <p>Quiet Time</p> <ul style="list-style-type: none"> • Snuggling with a pet/stuffed animal • Resting or napping • Listening to calm music
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Please schedule your day as it makes sense for you and as it works best for family schedule and student needs. Each activity or subject does not need to occur in one sitting. Remember to take breaks, and enjoy the time with each other!

Please see our [Online Resources for Families](#) to help with supplemental activities and wellness needs.

[Translate this Document](#)

Reading	Math
<p>“Time spent reading books is the best predictor of a child’s growth as a reader. Students who read more, read better.” —Anderson, R. et al. Reading Research Quarterly. 1988.</p>	<p>“What books are to reading, games are to math.” Dan Finkel - Mathematician</p>
<p>Brightly Storytime</p> <p>IRLA/Bookshelf: You can download the ARC Bookshelf app for iPhone, iPod Touch, or iPad. You can search for “American Reading Bookshelf” in the App Store or visit schoolpace.com/bookshelf.</p>	<p>Math/Strategy Games - Suggested simple low-tech games</p> <p>Games with Playing Cards</p> <p>Math Games</p> <p>Math/Strategy Games and Activities</p> <p>Math Before Bed</p> <p>Bedtime Math</p> <p>Math Games in Spanish/Juegos matemáticos en español</p> <p>Juegos matemáticos Eureka</p> <p>Tarjetas con problemas matemáticos</p>

Week #1

✓ **Tuesday-May 5**

English Language Arts: Compare and Contrast Characters

Read a story with at least two characters. As you read, have the child predict what is going to happen next, identify what the story is about, what is happening in the story, and how moods or feelings change as you read the story.

Writing: Now, draw your favorite character in the story and label the picture. Write why this is your favorite character. Example: _____ is my favorite character, because _____.

Language: Kindergarten standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

Discuss the words: watch, fan, and nails. How can these words mean two different ideas?

Example:

Watch: I wear a watch. Or, Watch out for the car!

Fan: I need a fan to cool down. Or, I'm a fan of the Blazers.

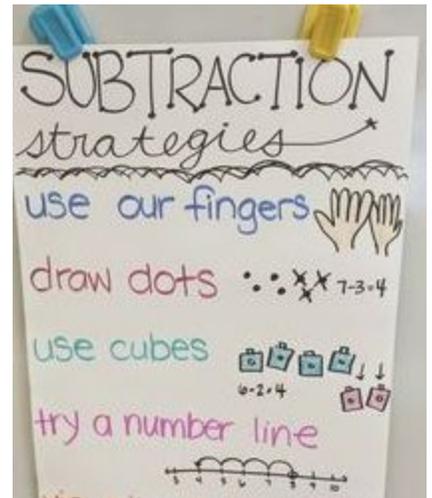
Nails: My mom paints her nails. Or, I need 12 nails to make the birdhouse.

Math:

- Looking at a Subtraction problem, identify the first number (how many you start with), the second number (how many are taken away), and the last number (how many are left).
- Referencing the Subtraction Strategies poster, you are going to focus on the "use of fingers" to help subtract today.
- With the given problems start with how many you have held up on your fingers, then lay down the fingers for how many leave (take away), finally state how many are left.

5 - 2 =	4 - 4 =	3 - 2 =	2 - 0 =
3 - 1 =	2 - 2 =	1 - 0 =	5 - 3 =
4 - 1 =	5 - 4 =	3 - 3 =	5 - 0 =

- Continue practice on independent worksheet: [Subtraction within 5 using fingers](#)



✓ **Wednesday-May 6**

English Language Arts:

Reread the story from yesterday. Ask if they noticed any new details in the story that they don't remember from yesterday. Pick two characters and talk about them. How are they alike? How are they different?

Writing: [Compare and Contrast worksheet](#)

Language: Discuss the words: fly, bat, and cap. How can these words mean two different ideas?

Example:

Fly: Do you see the fly on the window? Or I wish I could fly.

Bat: I'm scared of the big bat flying in the sky. Or I hit the ball with my new bat.

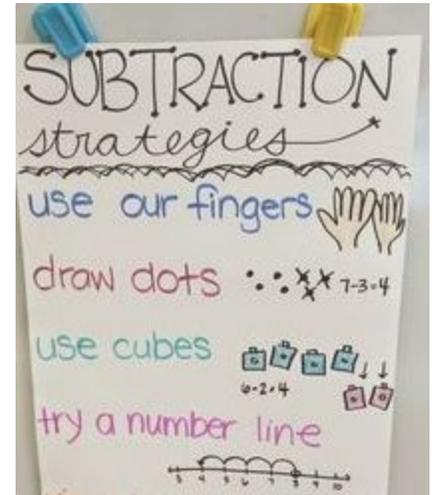
Cap: Please put the cap on the toothpaste. Or I need to wear my baseball cap when it is sunny outside.

Math:

- Review how a subtraction problem is written: identify the first number (how many you start with), the second number (how many are taken away), and the last number (how many are left).
- Referencing the Subtraction Strategies poster, you are going to focus on the "draw dots or a picture" to help subtract today.
- With the given problems, start with how many you have drawn in a box, then cross out how many leave (take away), finally state how many are left.

$5 - 2 =$	$4 - 4 =$	$3 - 2 =$	$2 - 0 =$
$3 - 1 =$	$2 - 2 =$	$1 - 0 =$	$5 - 3 =$
$4 - 1 =$	$5 - 4 =$	$3 - 3 =$	$5 - 0 =$

- Continue practice on independent worksheet: [Subtracting using objects](#)



Music: Find a few items you can use to make sound. Here are a few ideas: 2 silver spoons, 2 wooden spoons, 2 wooden sticks or rulers, 2 clothespins, keys on a ring, box of rice or pasta, plastic bowl or cup, cake pan, comb, brush, empty shoebox, cereal box or coffee container.

Create sound from each of the items and separate them into 2 different groups: soft sounds and loud sounds. Try rubbing a flat (cardboard) item for a different sound. Which items did you like the best?

Choose a favorite song to sing and play your instruments from home while you sing. You could try *The Farmer in the Dell*. Sing softly for the small animals and sing loudly for the big animals. Play a soft instrument when you sing softly and play a loud instrument when you sing loudly. Good job playing your instruments today!

Go to this link < <https://www.youtube.com/watch?v=E-krsNziXEw> > for the song "The Farmer and The Dell". The link can also be accessed at Google Classroom, Class Code 2hxdc5m.



Thursday-May 7

English Language Arts:

Go outside and look at two different flowers . You don't need to pick them, just go look at them. Notice the color, how tall they are, the shape and size of the leaves, the area they are growing in. How are the flowers different? How are the flowers the same?

Writing: [Venn diagram](#) (page 1 or 2)

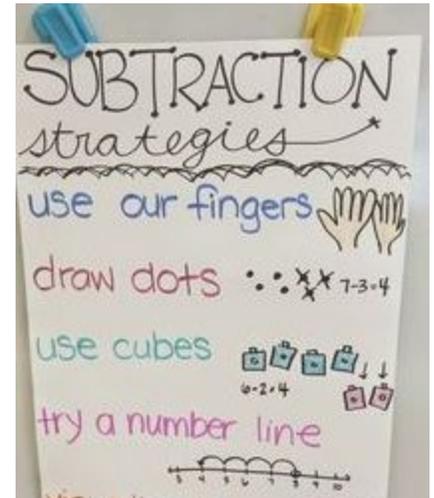
Language: Review words: watch, fan, nails, fly, bat and cap. Come up with sentences that go with each word. They can write or recite the sentences.

Math:

- Referencing the Subtraction Strategies poster, you are going to focus on the "use cubes (or objects-maybe pennies)" to help subtract today.
- With the given problems, start with laying out how many you have, then pull away how many leave (take away), finally state how many are left.

$5 - 2 =$	$4 - 4 =$	$3 - 2 =$	$2 - 0 =$
$3 - 1 =$	$2 - 2 =$	$1 - 0 =$	$5 - 3 =$
$4 - 1 =$	$5 - 4 =$	$3 - 3 =$	$5 - 0 =$

- Continue practice on independent worksheet: [Subtracting within 5 using cubes](#)

**Wellness:**

Social Awareness

Empathy video: https://youtu.be/9_1Rt1R4xbM

Empathy--Knowing or recognizing how someone else is feeling, walking in their shoes

- Facial expressions
- Body language
- Situation cues

Practice: Watch for the facial expressions, body language and what's going on in the situation and ask your parent(s), babysitter, brother/sister if they are feeling_____. Check to see if you are right!

Listening with Attention

- Focus on the person's words
- Don't interrupt
- Ask questions to find out more
- Repeat what you heard to show you understand

Practice: Ask someone at your house to tell you something they did today. Use these skills and repeat back what you heard to make sure you got it right.

Being Assertive-a respectful way to get what you want or need, like when you need help at school.

- Face the person you're talking to
- Keep your head up and shoulders back
- Use a calm, firm voice
- Use respectful words

Practice: The next time you need help or want to do something use your assertiveness skills and see how easy it is to get what you need (within reason, of course)

Predicting Feelings

Predicting Tricks

- Think about what you know about the person
- Think about how the action might affect the person.
- Think about how the person might react.
- Think about how you might react in the same situation.

Practice: Predict how the other might feel?

You ask Grandma to do a hiphop dance video with you when you spend the night.
 Parents being told by their boss they are going to work twice as many hours next week.
 Sibling is told they have to let you pick all the activities for the family this weekend.
 Teacher finds a note from the substitute from the day before saying she made up her own lesson plans and did nothing your teacher asked to be taught.

✓

Friday-May 8

English Language Arts:

Pick a story with a villain(bad guy) in it. Ex. Three little pigs, Sleeping Beauty... As you read, have the child predict what is going to happen next, identify what the story is about, what is happening in the story, and how moods or feelings change as you read the story.

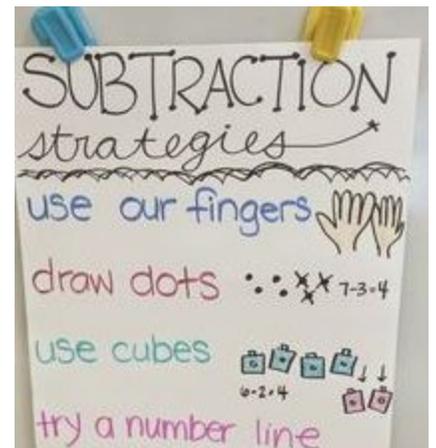
Writing: Pick your favorite part of the story and draw a picture of it. Write one or two sentences about what is happening in the picture. Sound out the words as you go.

Language: [Multiple meaning worksheet](#)

Math:

- Referencing the Subtraction Strategies poster, you are going to focus on the "use of a number line (or ruler/tape measure)" to help subtract today.
- [Number line](#)
- With the given problems, start by finding the first number on the number line. Next, slide or hop back how many you are taking away to find your answer.

5 - 2 =	4 - 4 =	3 - 2 =	2 - 0 =
3 - 1 =	2 - 2 =	1 - 0 =	5 - 3 =



$4 - 1 =$	$5 - 4 =$	$3 - 3 =$	$5 - 0 =$
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- Continue practice on independent worksheet [Worksheet #1](#) and [Worksheet #2](#)

Music: Find the same items you used to make sounds the last time. This time, separate the items into groups that we will call 'families':
 The Wood Family – items made of wood
 The Metal Family – items made of metal
 The Shaker Family – items you can shake to make sound
 The Drum Family – items like boxes you can hit to make sound

Play the instruments of each family. What words describe their sounds (soft/loud, long/short)? Choose various instruments to play while marching around the room, and sing a fun song like "Yankee Doodle Went to Town". Tiptoe around the room and play a soft instrument while you sing a soft song. Moving to music is so much fun!

Go to this link < <https://www.youtube.com/watch?v=7XZQZ8KL3as> > for the song "Yankee Doodle Went To Town". The link can also be accessed at Google Classroom, Class Code 2hxhc5m.

Monday- May 11

English Language Arts:
 Reread the story from Friday. Ask if they noticed any new details in the story that they don't remember from Friday. Pick two characters and talk about them. How are they alike? How are they different?

Writing: [Compare and Contrast worksheet](#)

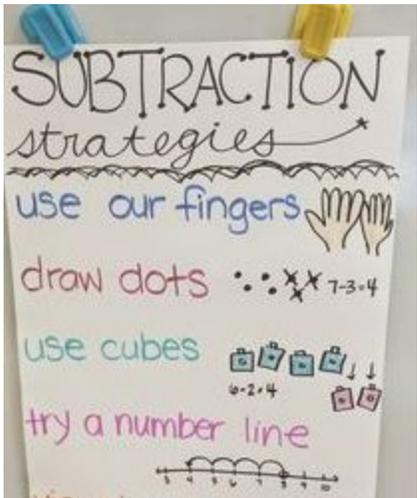
Language: Discuss the words: bark, fall, ring, left, sign, and tie. How can these words mean two different ideas?
 Example:
 Bark: The dog barks at the cat. Do you see the bark on that tree?
 Fall: I love the fall! I hope you don't fall.
 Ring: I heard the phone ring. Your ring is shiny.

Math:

- Subtracting within 5 fluency: The goal is for students to recognize the problem and know the answer without using supports like fingers or other items for help.
- Make flashcards to practice subtraction problems within 5.
- $5 - 2 =$ $4 - 4 =$ $3 - 2 =$ $2 - 0 =$ $3 - 1 =$ $2 - 2 =$ $1 - 0 =$ $5 - 3 =$ $4 - 1 =$
 $5 - 4 =$ $3 - 3 =$ $5 - 0 =$
- Pick a game to play with the flashcards:
 - Match Game** - Write the answers to the flashcards on index cards and scatter them on the table or floor. The student's job is to match the flash cards with the answers.
 - Memory** - Use flashcards and their answers. Flip them over in rows on the table. Kids play memory by trying to match the subtraction problem with the answer.

- **War** - Shuffle a deck of flashcards and deal out all the cards between two players. Each player turns a card over at the same time and solves it. The player with the highest answer wins and collects the cards. When the players are out of cards, the player with the most cards wins.
- Continue to practice on independent worksheet: [Subtraction within 5 Fluency](#)

Week #2

✓	Tuesday-May 12												
	<p>English Language Arts: Read about the penguins in the "Penguin compare and contrast" attachment. Write or use scissors and glue to categorize the words into the venn diagram. Penguin compare and contrast</p> <p>Language: Discuss the words: bark, fall, ring, left, sign, and tie. How can these words mean two different ideas? Example: Left: Turn left to go to my house. He left for school. Sign: The red sign means stop. The students learned sign language. Tie: I am learning how to tie my shoes. He wears a tie to work.</p>												
	<p>Math:</p> <ul style="list-style-type: none"> ● Looking at a Subtraction problem, identify the first number (how many you start with), the second number (how many are taken away), and the last number (how many are left). ● Referencing the Subtraction Strategies poster, you are going to focus on the "use of fingers" to help subtract today. ● With the given problems start with how many you have held up on your fingers, then lay down the fingers for how many leave (take away), finally state how many are left. <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>10 - 2 =</td> <td>9 - 4 =</td> <td>7 - 6 =</td> <td>7 - 4 =</td> </tr> <tr> <td>6 - 1 =</td> <td>8 - 2 =</td> <td>9 - 6 =</td> <td>6 - 3 =</td> </tr> <tr> <td>7 - 2 =</td> <td>10 - 7 =</td> <td>10 - 3 =</td> <td>8 - 0 =</td> </tr> </tbody> </table> <ul style="list-style-type: none"> ● Continue practice on independent worksheet: Subtraction within 10 Practice 	10 - 2 =	9 - 4 =	7 - 6 =	7 - 4 =	6 - 1 =	8 - 2 =	9 - 6 =	6 - 3 =	7 - 2 =	10 - 7 =	10 - 3 =	8 - 0 =
10 - 2 =	9 - 4 =	7 - 6 =	7 - 4 =										
6 - 1 =	8 - 2 =	9 - 6 =	6 - 3 =										
7 - 2 =	10 - 7 =	10 - 3 =	8 - 0 =										
													
✓	Wednesday-May 13												
	<p>English Language Arts: Have a conversation about the penguin book from yesterday. How were the penguins different? How were the penguins the same?</p>												

Writing: Choose two animals to compare and contrast either using a venn diagram or a compare and contrast worksheet.

[Venn diagram](#) (page 1 and 2)

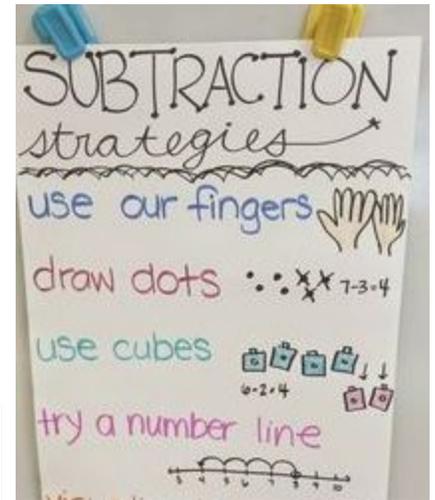
Language: Review the words: bark, fall, ring, left, sign, and tie. Come up with sentences that go with each word. They can write or recite the sentences.

Math:

- Review how a subtraction problem is written: identify the first number (how many you start with), the second number (how many are taken away), and the last number (how many are left).
- Referencing the Subtraction Strategies poster, you are going to focus on the "draw dots or a picture" to help subtract today.
- With the given problems, start with how many you have drawn in a box, then cross out how many leave (take away), finally state how many are left.

$10 - 2 =$	$9 - 4 =$	$7 - 6 =$	$7 - 4 =$
$6 - 1 =$	$8 - 2 =$	$9 - 6 =$	$6 - 3 =$
$7 - 2 =$	$10 - 7 =$	$10 - 3 =$	$8 - 0 =$

- Continue practice on independent worksheet: [Subtraction word problems: draw a picture](#)



Music: Find the same items you used to make sound the last time. Sit with your family in a circle on the floor or at a table with the instruments in the middle. GAME #1: Choose an instrument while the others have their eyes closed and have them guess which instrument you are playing. Take turns playing and guessing the instruments.

GAME #2: Sing a familiar song and change instruments with each verse. You could try "If You're Happy and You Know It" and change the words each time:

"If you're happy and you know it" (tap the spoons, shake the keys, shake the rice, play the bowl, tap the box). Pass out the instruments. When you call out what to play, the person with that item plays it three times. Music games are fun to play!

Go to this link < <https://www.youtube.com/watch?v=eClGajHz790> > for the song "If You're Happy and You Know It". The link can also be accessed at Google Classroom, Class Code 2hxhc5m.

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Thursday-May 14

English Language Arts: Talk about how you will draw a penguin, what color are they, what shape are they, and do they have a mouth/nose?

Writing: You are going to draw a penguin, Click the link for a Penguin directed draw. Talk about how you drew your penguin. Did you follow the directed draw or did you draw it yourself? What did you draw first?

[Penguin directed draw youtube](#)

[Penguin directed draw directions](#)

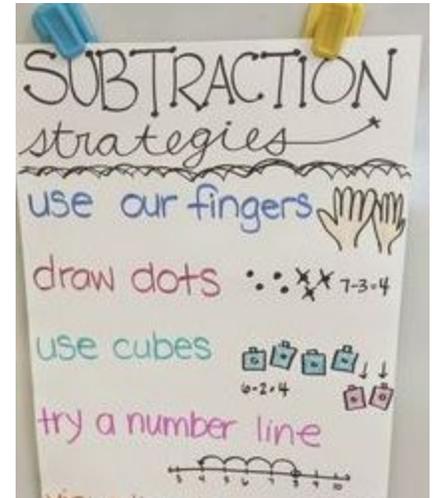
Math:

- Referencing the Subtraction Strategies poster, you are going to focus on the "use cubes (or objects-maybe pennies)" to help subtract today.
- With the given problems, start with laying out how many you have, then pull away how many leave (take away), finally state how many are left.

$10 - 2 =$	$9 - 4 =$	$7 - 6 =$	$7 - 4 =$
$6 - 1 =$	$8 - 2 =$	$9 - 6 =$	$6 - 3 =$
$7 - 2 =$	$10 - 7 =$	$10 - 3 =$	$8 - 0 =$

- Continue practice on independent worksheet:

[Subtraction practice](#)



Wellness:

Social Awareness

Taking Others' Perspective--understanding that people have different likes and dislikes, and that's okay.

- Practice:* Think about how you feel about
 - Going on carnival rides that go upside down
 - Spiders/Snakes
 - Homework
 - Speaking in front of your class
- Find 2 people who feel differently about each of these activities than you do.
- What are some ways you can show you accept other's perspectives?

Disagreeing Respectfully--it is perfectly natural and normal to not agree with all people, all the time. The key is HOW you disagree...respectfully is the only acceptable answer.

- Key Skills: Listen
 - Clarify
 - Use "I" statements (don't blame or judge the other person)
 - Avoid extreme words (always, never)
 - Pick your battles

Practice: The next time you have a different opinion about something with a friend or family member use the Key Skills to help guide you through the conversation.

Responding With Compassion

Compassion--Empathy in action...understanding what someone else is feeling and having the desire to do something to help that person.

Practice: What can you do to show compassion to others in these situations:

- A friend loses their favorite toy/book
- Parent is exhausted from a long day at work
- A sibling or cousin is told they can't spend the night with a friend

If you see someone struggling today, offer to listen and help them.

Virtual Calming Room--relax with sights, sounds, guided practice, art, apps



<https://www.district196.org/about/calm-room>

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Friday-May 15

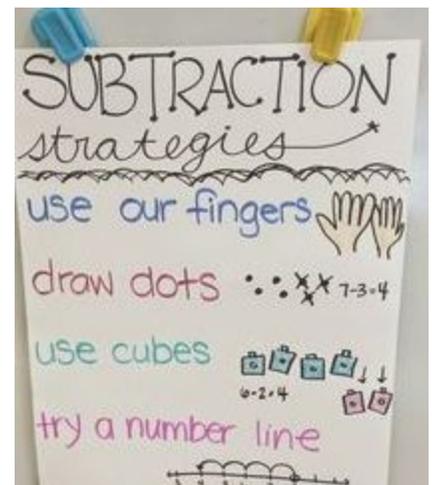
English Language Arts: Talk about your penguin. What color are they? What shape are they? Do they all look the same/different? What did you draw first?

Writing: Label your penguin picture with the words below. Use words: head, beak, flipper, web feet, tail, eye to label your penguin picture. Talk about how you drew your penguin. Where did you start?

Math:

- Referencing the Subtraction Strategies poster, you are going to focus on the "use of a number line (or ruler/tape measure)" to help subtract within 10 today. Number line-
- With the given problems, start by finding the first number on the number line. Next, slide or hop back how many you are taking away to find your answer.

$10 - 2 =$	$9 - 4 =$	$7 - 6 =$	$7 - 4 =$
$6 - 1 =$	$8 - 2 =$	$9 - 6 =$	$6 - 3 =$
$7 - 2 =$	$10 - 7 =$	$10 - 3 =$	$8 - 0 =$



	<ul style="list-style-type: none"> Continue practice on independent worksheet Number line Practice
	<p>Music: Find the same items that you gathered last music time. Today we are going to tell a story and use the items to create sound for each character.</p> <p>Choose a short story to read or tell a familiar story like “<i>The Three Little Pigs</i>” or “<i>Goldilocks and the Three Bears</i>”. Assign an instrument to each character and decide who will play each character and instrument.</p> <p>Tell your story with the instruments you chose. If the main character is sitting or sleeping, then quiet sounds would be made. If they are walking or running, then make loud sounds. Adding instrument sounds to stories makes them much more fun!</p>
✓	Monday-May 18
	<p>English Language Arts: Listen to “If You Were A Penguin” https://youtu.be/sqSZK_6L0rg or “Penguin Problems” https://www.youtube.com/watch?v=NiNBGXAzcrU</p> <p>Writing: Write a sentence about your penguin, like what is his/her favorite food? Add details to your picture. Is your penguin inside or outside? If he/she is outside what details can you add to show this?</p> <p>Tell someone in your house about your penguin picture. What is his/her favorite food, talk about the details you added. Sentence starter “My penguins favorite food is ____”. “My penguin is inside/outside because ____”. “</p>
	<p>Math: Looking at the Touch Math Handout, practice some addition and subtraction problems.</p> <ul style="list-style-type: none"> Directions for Touch Math Printable Flashcards <p>Practice Addition and Subtraction using Touch Math</p> <ul style="list-style-type: none"> Addition Worksheet Subtraction Worksheet <p>Subtract from 10 Math Game</p>

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Resources to help you through COVID-19

These are challenging times. If you need help, call.

211

For food service eligibility please call or text the numbers listed.
 Call 211 or 1-866-698-6155
 Text your zip code to 898211 (TXT211)
 Email help@211info.org

General Numbers

Clackamas County Call Center 503-655-8224
 Aging & Disability Resource Connection..... 503-650-5622
 Spanish speaking 503-650-5713

Housing

Coordinated Housing Access (CHA) 503-655-8575
 Clackamas Housing Rights and Resources 503-650-5750
 Spanish speaking 503-650-5713
 Renter Assistance: Fannie Mae 1-800-2FANNIE

Mental Health/Peer Supports

Aging & Disability Resource Connection..... 503-650-5622
 24/7 Crisis and Support Line 503-655-8585
 Cascadia Behavioral Health 503-674-7777
 Hilltop Behavioral Health Center..... 503-655-8401
 Suicide Prevention Hotline 1-800-273-8255
 Morrison Child and Family Services 503-258-4381
 Western Psychological 503-659-5515
 Senior Loneliness Line..... 503-200-1633

Domestic Violence

A Safe Place Family Justice Center 503-654-2288
 Clackamas Women's Services 503-654-2288
 El Programa Hispano - Proyecto Unica..... 503-232-4448
 Casa Esperanza 503-974-9882
 District Attorney's Victim Assistance 503-655-8616

Unemployment and Workforce

Employment Department's Claim System..... 1-877-345-3484
 WorkSource Clackamas 971-673-6400

Meals and Food Boxes

ADRC Home Food Delivery 503-650-5750
 Spanish..... 503-650-5713
 Clackamas Service Center 503-560-6178
 Oregon Food Bank Statewide Food Finder..... 503-505-7061
 The Community Cares Initiative..... 503-794-8008

Child and Family Services

Children's Center (Child Abuse Intervention) 503-655-7725
 Northwest Family Services 503-546-6377
 WIC..... 503-655-8476

Substance Use and Recovery Resources

Bridges to Change 503-560-7800
 DePaul Detox..... 503-546-8311
 DePaul Outpatient 503-535-1151
 Project Hope 503-314-3309
 Mental Health and Addiction
 Association of Oregon 971-337-6757
 Lifeworks NW..... 503-645-9010

LGBTQ+

Trans Lifeline (all ages) 1-877-565-8860
 Trevor Project (youth) 866-488-7386
 SAGE (adults)..... 1-877-360-LGBT

Healthcare & Health Insurance

Oregon Health Plan..... 1-800-699-9075
 Clackamas Health Centers 503-655-8471
*Locations: Beavercreek Health Center, Gladstone Health Center,
 Sunnyside Health Center, Sandy Health Center*
 Volunteers in Medicine Founders Clinic 503-722-4400



Recursos Para Ayudarlo Durante el COVID-19

Estos son tiempos desafiantes. Si necesita ayuda, llame.

211

Para saber si es elegible para servicios de alimentos por favor llame o mande un mensaje de texto a los siguientes números:
 Llame al..... 211 o al 1-866-698-6155
 Mande un mensaje de texto a..... 898211 (TXT211)
 Mande un correo electrónico a..... help@211info.org

Números Generales

Centro de Llamadas del Condado de Clackamas.. 503-655-8224
 Conexión de Recursos para Envejecimiento y Discapacidad 503-650-5622
 Para Hispanohablantes..... 503-650-5713

Vivienda

Acceso a Viviendas Coordinadas (CHA) 503-655-8575
 Derechos y Recursos de Viviendas de Clackamas 503-650-5750
 Para Hispanohablantes..... 503-650-5713
 Asistencia para Inquilinos: Fannie Mae..... 1-800-2FANNIE

Salud Mental/Apoyo Mutuo

Conexión de Recursos para Envejecimiento y Discapacidad 503-650-5622
 Línea de Crisis y Apoyo 24/7..... 503-655-8585
 Centro Cascadia de Salud del Comportamiento.... 503-674-7777
 Centro Hilltop de Salud del Comportamiento..... 503-655-8401
 Línea Directa para la Prevención de Suicidios..... 1-800-273-8255
 Centro Morrison de Servicios para Niños y Familias 503-258-4381
 Centro Psicológico Western 503-659-5515
 Línea para Adultos Mayores con Soledad 503-200-1633

Violencia Domestica

Centro de Justicia Familiar Un Lugar Seguro 503-654-2288
 Servicios para Mujeres Clackamas 503-654-2288
 El Programa Hispano - Proyecto Única..... 503-232-4448
 Casa Esperanza 503-974-9882
 Asistencia a Víctimas del Fiscal de Distrito..... 503-655-8616

Servicios para Niños y Familias

Centro de Niños (Intervención de abuso infantil) ...503-655-7725
 Servicios para Familias Northwest 503-546-6377
 WIC..... 503-655-8476

Comidas y Cajas con Alimentos

Entrega de Alimentos a Domicilio ADRC 503-650-5750
 Español..... 503-650-5713
 Centro de Servicios Clackamas 503-560-6178
 Banco de Alimentos de Oregon que Encuentra Alimentos en Todo el Estado 503-505-7061
 La Iniciativa de Cuidados Comunitarios 503-794-8008

Desempleo y Fuerza Laboral

Sistema de Reclamos del Departamento de Empleo 1-877-345-3484
 Fuente de Trabajo Clackamas 971-673-6400

Uso de Sustancias y Recursos de Recuperaciones

Bridges to Change 503-560-7800
 Centro de Desintoxicación DePaul 503-546-8311
 Servicio Ambulatorio DePaul 503-535-1151
 Proyecto Hope..... 503-314-3309
 Salud Mental y Adicción Asociación de Oregon.... 971-337-6757
 Lifeworks NW..... 503-645-9010

LGBTQ+

Línea de Vida para Trans (todas las edades) 1-877-565-8860
 Proyecto Trevor (jóvenes) 866-488-7386
 SAGE (adultos)..... 1-877-360-LGBT

Centros de Salud y Seguro Medico

Plan de Salud de Oregon 1-800-699-9075
 Centros de Salud del Condado de Clackamas 503-655-8471
Localidades: Centro de Salud de Beaver Creek, Centro de Salud de Gladstone, Centro de Salud de Sunnyside, Centro de Salud de Sandy
 Voluntarios de la Clínica de Fundadores de Medicina 503-722-440

