

שבת קודש פרשת צו שבת זכור



B'CHADREI CHADORIM

י"ב אדר ב' תשע"ד

March 14, 2014

הדלקת נרות: 6:44

Volume 1, Issue 11

Rabbi Yonah G. Lazar, Dean

Mrs. Rivkah Isaacs, Early Childhood Director

Mrs. Odelia Schlisser, General Studies Principal

Carnival for Kids

What a fantastic Purim carnival the preschool had in celebration of Rosh Chodesh Adar Bais! Each of the EC classrooms had beautiful and exciting booths for the children to experience and enjoy. The EC classes rotated from class to class so they were able to experience something different in each class. Along with the different activities, the children had fun making and keeping their own clown hats and bow ties! The many activities included -



ed Achashveirosh's treasure hunt, Purim bowling, Mazal Dagim bean bag toss, shaving cream balloon pop, "Bobbing" for

apples, Purim soccer, pin the tail on Queen Vashti,

Haman sponge toss and face painting (to name a few!) The last stop was in the all purpose room

where our children became kings and queens and enjoyed a Purim Seudah: drinking apple juice out of goblets and yummy hamantaschin with crowns gracing their heads.

Our toddlers had their own celebration with a puppet show, singing and dancing as well as a yummy treat!

The highlight of the morning was.... a big clown who came to visit and celebrate with our children! Thank you Rabbi Lazar! Thank you to Mrs. Wellikoff for the donation of the many activities we did and to the Mittels for our yummy treat!

(pictures continued on pages 8-9)

CALENDAR

**Sunday-Monday
March 16-17**

*Purim – Shushan Purim
no sessions*

**Friday
March 21st**

*Long Friday Schedule
Begins
all programs
2:00 dismissal*

**Wednesday
April 2nd**

*Cheder Annual Dinner
see pages 15-16
Grades 4-6
and Aftercare
4:00p.m. early dismissal*

schedule change

CHEDER אָדָר

CLIFTON CHEDER
123 INDUSTRIAL EAST
CLIFTON, NJ 07012
(973) 472-0011
ADMIN@CLIFTONCHEDER.ORG

100th Day of School

On Monday, Feb. 10, 2014, we were in school for the 100th time this year! Monday was our 100th day celebration in Pre1A Girls. The class sent a handwritten invitation to the Kindergarten to join their special day. As the Pre1A Girls and Kindergarten girls sat in the circle, they read about Fancy Nancy's challenge as to which creation to make for the 100th day of school. Just as Fancy Nancy thought of an incredible idea in the end, our Pre1A girls (who at first did not know what to create), did too! After counting 100 marshmallows by tens, they enjoyed sipping hot cocoa and marshmallows, while watching each girl present her

100 day creation. The creativity and effort the girls put into their work was unbelievable. Some of the creations the girls made:

- 100 paper clips linked together to form a 1 and two 0's to form the number 100
- A poster board decorated with 100 pennies and 100 gems in the shape of 100
- A box decorated with 100 stickers and gems
- A necklace with 100 beads
- A square made of 100 pearl-er beads
- A snowman made of 100 cotton balls
- A plate designed with 100

cheerios

- A castle made of 100 legos
- The girls used a counting mat to help count 100 fruit loops to make a yummy necklace. The star in the middle of the necklace said something we know is very true "(We are) 100 days smarter!" Throughout the rest of the day the students played more 100 day activities, such as: roll the dice to get 100 tallies, writing on the topic "if I had \$100 I would buy..." estimating more or less than 100 etc. The talmidos will cherish every one of these past 100 days, for each day in Pre1A is a special day in its own way!



Early Childhood Students Bring Purim Cheer to the Residents of Daughters of Miriam



Fifth Grade Celebrates Learning Gemara

What a special day we had as the 5th grade talmidim "showed off" their התחלת גמרא skills taught to them by their devoted Rebbe, Rabbi Yehuda Plym as their parents and grandparents shepped nachas.

This past Sunday, our תלמידים formally celebrated with a beautifully catered Hascholas Gemara Seuda. Rebbe intro-

duced the day and each תלמיד got up and gave a mini lesson on a piece of גמרא they had learned.

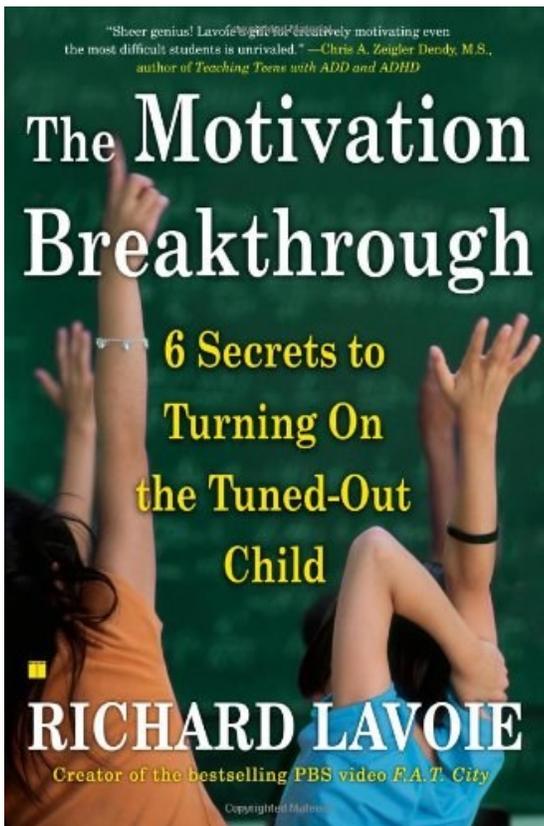
It was so nice that fathers, mothers, grandfathers and grandmothers (and a few younger siblings too) got a chance to talk and meet each other.

Simchas Torah type of dancing

broke out following the beautiful presentation. Rabbi Lazar concluded the morning's event with stressing the value of pure Torah learning and highlighted the sensitivity that מרדכי from the Purim story had—to inquire and show respect to young children. May our budding גמרא learners go from strength to strength.



Motivating the Motivators



Our Professional Development afternoon found our Rebbeim working together to better understand the concept of motivation. Introduced by Rabbi Lazar with a vort from the מלבי"ם synthesizing חכמה (logic) and לב (heart) the staff learned that when what a person is supposed to do and what he wants to do are in sync—true motivation is reached.

The days "guest" was Rick Lavoie, M.A., M. Ed. A famed author and presenter to over 500,000 parents and educators. Mr. Lavoie became most famous for his videos on Learning Disabilities. However the video presentation the Limudei Kodesh Staff watched was on the topic of motivation. Mr. Lavoie took note of the fact that kids are often accused of being lazy. They of-

ten hear the mantra, "If you'd only try harder you would do better!" Yet in his many years of research Mr. Lavoie has found the exact inverse to be true: "If they would only do better, they would try harder!"

Mr. Lavoie directed us to the misconception we often hear repeated, "Nothing motivates that kid." Yet story after story proved that kids—and adults—are motivated to do/not do what they choose. A child who refuses to read aloud in class is not unmotivated. On the contrary, he may be super motivated to avoid the pain and embarrassment of stumbling through his reading in front of his classmates. The child doesn't have a lack of motivation. He has a lack of success.

Another very important topic presented was how difficult it can be for a child to be motivated when his basic needs have not been met. Using Maslow's pyramid of basic human needs, Mr. Lavoie explained how what masks itself as a lack of motivation can be something as "simple as" being hungry, thirsty, tired, needing to use the restroom, etc.

A very important lesson learned was student's performance inconsistency. The daily performance and productivity of some children tend to inexplicably vary from day to day. A child, for example, may be able to understand the concept of "noun/

verb agreement" on Tuesday only to completely forget the concept on Wednesday. This inconsistency is extraordinary puzzling and frustrating for teachers. Try to imagine how frustrating it is for the child!

And finally, we must come to understand that "one size does **not** fit all" when it comes to motivation. There are, basically, eight things that motivate people. Each person has his or her own unique pattern of motivators. As teachers and parents we must identify each child's individual motivation profile and utilize this knowledge at home and in the classroom. The eight motivators are:

Status—the need to be important

Inquisitiveness—the need to gain knowledge

Affiliation—the need to associate

Power—the need for authority

Aggression—the need to assert

Autonomy—the need for independence

Achievement—the need for recognition

Gregariousness—the need to belong

By taking the words of שלמה המלך to heart, getting to know what makes each child tick we can help motivate him, allowing him to see success more and more often.

The afternoon's presentation was extremely "motivating" not to mention the benefit of a beautiful and delicious pizza and sushi lunch!

Focused on Inattentiveness

On Presidents Day, both the Pre-school and General Studies Staff joined for a professional staff development. Mary Askew, the JFS Psychiatric Nurse Practitioner, gave an informative workshop on ADD/ADHD. ADHD is a disorder of impaired attention, impulsivity with or without hyperactivity. The teachers learned about the symptoms, the treatments, and the medications used to assist. Most importantly, the teachers learned many helpful techniques to be utilized in the class with the inattentive student.

While these interventions are imperative for the child who strug-

gles to remain focused in class, they are often times helpful to the average student as well. Here is a list of suggestions that are relevant to parents:

- Maintain regular communication with the teachers and school personnel
- Break up tasks into workable and obtainable steps
- Demonstrate that organization is important by modeling it
- Provide immediate rewards/consequences
- Place expectations on a chart that is displayed

- Increase the frequency of positive reinforcement and encouragement
- Create a structured environment with predictable routines

The above mentioned recommendations are known to aid children in tuning in to their parents requests of them. These ideas are also a positive way to boost follow through, and improve parent child interactions. When children are redirected and mentored in a way that is consistent both in school and at home it positively reinforces the desired attentive behaviors.

Poetic In Service Training

The February 17th staff development for the General Studies commenced with a pile of cubes spread across the table before the teachers. Within moments the comprehension began *to sink in* (metaphor), that they were intended to write Haikus out of the words inscribed on the sides of the cubes. A Haiku is a form of Japanese poetry with a unique *rhythm* that consists of five *syllables* in the first line, seven syllables in the second line, and five in the third line. This exercise kicked off the staff's preparation for Poetry month (April).

The teachers wrote meaningful poems, and shared their writing. They *listened with their hearts* (synesthesia) to one another's poems. *They all liked this lesson* (alliteration), and the *room buzzed* (personification/onomatopoeia) with positive energy. The group exchanged ideas for teaching poetry, and

offered to *lend a hand* (synecdoche) for the upcoming recital scheduled at the end of April.

This led to a conversation about working on our students writing skills, and specifically creating competence in Argument, Explanatory, and Descriptive Narrative Writing (CCSS). Our goal is to provide *ample opportunity* (consonance) for our boys to write; *busy as beavers* (simile) with practice of these writing styles. The goal is to guide our students to be *articulate, and filled with*

wit (rhyme). We want our students to feel confident in their ability to express themselves with rich language.

In conclusion, our hope for each of the students is that he relate to the following short Haiku.

*I want to learn to
Use words descriptive and clear
To know language depth*



“Plus/Delta Evaluation”

by Morah Leah Compart

A number of years ago, as a volunteer at an organization, I participated in a workshop on running effective meetings. In the workshop we were taught a tool to use to evaluate, in a positive way, how the participants perceived a meeting. The trainer called it a “Plus/Delta” chart, to record what went positively (hence the “plus” sign), and what could be changed to make it more positive in the future (hence “delta” for the symbol for change). Since that time, I have used plus/delta charts in many areas of my life, including my own classroom, as a tool to appreciate the positive and work towards even greater excellence. Mrs. Rivkah Isaacs, the Director of the Pre-school, graciously agreed to allow me to use this tool with the pre-school staff on a recent professional development day.

A warm atmosphere was created as teachers, assistants and Mrs. Isaacs filled the “plus” side of the chart until it overflowed. Many teachers mentioned the warm atmosphere, including smiles and laughter in the hall-

ways. Others mentioned how often staff members share ideas and materials with each other. The availability of quality teacher training and focus on professional excellence were cited as helping each teacher become his or her best. And, in the end, every one agreed that the focus of each teacher being completely dedicated to their students created a tangible atmosphere of love and caring throughout the pre-school.

Before focusing on the “delta” side of the chart, I shared an approach I learned from the work of Stephen Covey, author of The 7 Habits of Highly Effective People. In describing proactivity, Mr. Covey differentiates between what he terms one’s Circle of Concern and Circle of Influence. “The Circle of Concern is a large circle that embraces everything in your life that you may be concerned about. The Circle of Influence is a smaller circle within the Circle of Concern that embraces the things you can actually do something about.... Proactive people focus on their Circle of Influence.” (The 7 Habits of Highly Effective Families, page

40)

As the teachers shared how they could imagine the Cheder pre-school being even more the kind of school we want it to be, we focused on what was within our ability to change. A very productive conversation was started about how to use the occasions of children’s birthday parties as a way to further our general educational goals, as well as how best to partner with parents to create positive birthday party experiences. Problem solving was also focused on improving carpool and smoothing lunch break transitions.

I want to express my appreciation to Mrs. Isaacs and Rabbi Lazar for allowing me to share a tool which has been so helpful in my own life. The strong sense of appreciation, connection and purpose which felt tangible upon leaving the meeting made me personally all the more proud to be part of this school.

Read-A-Loud

Parents, Pre Peach is a great time to have your parents come and visit your preschooler’s classroom as part of our READ-A-LOUD program.

This past week, Shira Goldfarb’s savta came all the way from Eretz Yisroel and read to her class.

Tzvi Strimber from our Nursery class had a huge smile when his grandfather Mr. Hershkowitz came to school. Not only did he read a book about Purim, he brought in a real Megilla to show the children!



Learning Never Stops

The many days of snow did not prevent our 3rd, 5th, and 6th graders from joining their Rebbeim for beautiful learning via conference calls! Special thanks to our devoted Rebbeim, Rabbi Reischer, Rabbi Plym & Rabbi Salzman for making the arrangements and teaching our תלמידים that learning goes on no matter what the weather.



Mazel Tov To..

- Morah Avigail Adam (Toddler Assistant) on her engagement!
- 3rd grade on completing פרשת וישב.
- 4th grade on completing פרשת בא ומשניות מסכת ראש השנה.
- 5th grade on completing פרשת מצורע ומשניות מסכת יומא and doing an amazing job on their farher from Rabbi Ron Eisenman שליט"א.
- 6th grade on completing גמרא פרק הכונס.



A Warm Welcome

Welcome to our newest student who has recently joined our Cheder: Yosef Bayaz (4th grade)



פרנסי היום

Thank you to the פרנס היום sponsors who dedicated a day of learning on:

- Thursday, February 20th, 'כ' אדר א', לזכות רפואה, 'כ' אדר א', שלמה for Elyse bas Shirley, Arline bas Lillian, and Refael Mordechai Hillel ben Shoshana, sponsored anonymously.

- Friday, February 21st, 'כ"א אדר א', לעלוי נשמת, 'כ"א אדר א', Tziporah bas Tzvi Hirsch, sponsored by Mr. and Mrs. Markinson.

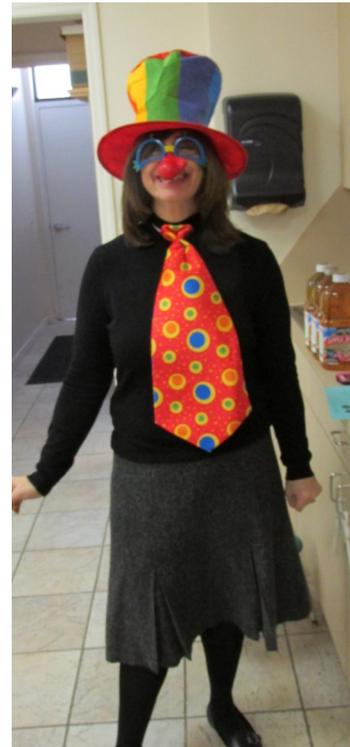
- Wednesday, March 12th, 'ט' אדר ב', in honor of the Cheder families, to wish them "A Freilichin Purim," sponsored by the Wellikoff Family.



Thank You To..

- the Davidovici family for donating four books to the Pre1A Boys class.

Pre Purim Smiles in Clifton Cheder's Early Childhood Program



Pre Purim Smiles in Clifton Cheder's Early Childhood Program



Creating A Peaceful Environment For Your Child (and YOU!)

Observations from a Parent and Mechaneches

**Mrs. Rivkah Isaacs,
Early Childhood Director**

(Part 3)

Tip #8 – Peaceful, Not (necessarily) Quiet

After sharing the previous tip about the need for peaceful, reflective time, I must share that a peaceful environment is not necessarily one where it is quiet, and certainly doesn't have to be a silent time. "Quiet" is only one tool we may employ in creating that peaceful atmosphere. The "peace" we are talking about has more to do with your child's *attitude*. We are looking to have the child relaxed, comfortable with the setting and interested in the activity: **content & engaged!**

Tip #9 – Asking for Assistance

There is not one thing that happens that is not decreed by The One Above. Often, our challenges are given to us specifically so that we can turn to Hashem and ask Him to help us (see the *mefarshim* on why the Imahos – especially Rivkah – were often childless). Even so, they are challenging; but it helps to keep this perspective – that Hashem is waiting, longing for us to call out to Him – in mind when we feel overwhelmed.

This is especially true with raising our children. In the heat of the moment it's helpful to remember that Hashem is waiting for us to ask for help. When we feel we cannot deal with one more stress, when one more teacher calls about a child...this is the time to take that emotion and use it to daven to Hashem.

A thought to consider: My husband's Rav once told his shiur that pain and aggravation, *tza'ar*, are the "taxes" we pay while living in this world. But *tsar giddul bonim* – the aggravation that comes with raising children – is like a mortgage; you pay and pay...but *in the end you own the house!* Think of the *nachas* you will eventually see from these children, be"H.

Tip #10 – Who is Your Child?

Apples are apples and oranges are oranges. You cannot ask an apple to give you orange juice, nor will you make applesauce out of a bag of oranges. So, too, our children; they were born with certain inherent qualities. Although we can (and must!) teach them and demand that they conform to general norms of Torah behavior, we can't expect them to completely change their natures. (It is possible, with Hashem's help, for an *adult* to work on himself and change, but we know how difficult these acts of *teshuva* are. They are far beyond the abilities of any young child.)

Children have a variety of talents: some children are musically inclined, others have a gift for languages or math. They are also born with a variety of innate *middos*: there are naturally giving children, while others look out more for their own needs. Some are adventurous, others cautious. We need to know and understand our children, then work with their talents and slowly help them compensate for and temper their deficiencies.

This can be challenging to us. First, we must realize and accept that our children are not us; we

might be very quick at math or naturally giving, while our child may have a hard time with those qualities. Here the rule is: EASY DOES IT. Don't press for or expect rapid change, just work on keeping things moving in a good direction.

The second challenge is to accept that no one is perfect, no one has all talents. Don't be hurt or disturbed if, despite the time and effort you are putting in, your child is *still* not very sensitive to others, or very good at spelling. Again, focus on the beautiful things your child has; every child is a *tzelem E-lokim* and has tremendous beauty, inside and out, that we can take pleasure in.

Finally, accept that Hashem gave us *this child*, and it is our *avodah* and *sechar*, our privilege and *zechus* to work with *this child*. Approach your *avodah* with joy (*Ivdu es Hashem B'SIMCHA!*) This is so important for your child's growth and his or her self-esteem, as well. Children are so sensitive to their parents, they sniff out every nuance of how you feel and react; let them see the joy you take in them.

Another aspect of understanding your child is exploring options to help them develop and deal with what Hashem gave them. For example, if a child is extremely sensitive or emotional, you might consider a positive outlet such as music or art. Advanced lessons *Mishnah*, *Gemarah*, math or science can be a great pleasure to some children...but are agony to others.

(continued on page 11)

Creating A Peaceful Environment For Your Child (and YOU!) (continued from page 10)

Again (I can't emphasize this enough), make sure you are fulfilling the child's needs, not your own.

Remember that life is about progress not perfection. WE need to measure our growth in the small changes we make and they will eventually lead us to the great gifts that we all long to receive.

Chinuch Corner – A Purim Message

Rabbi M. Wiederman, PreIA Rebbe

On such a special day, a day the is famously known to be even holier than Yom Kippur as it is only Ki - Purim, like Purim, what is the message that we can give over to our children? I would like to focus on one of those messages on this special day.

The Gr"a in his pirush in the beginning of Megilla writes a mashal. He writes of a king who sent his son, the prince, out of the palace. He asked several of his close servants to look after his son, yet they must not let their presence be known to the prince under any circumstances. The prince found himself in the forest where he was suddenly attacked by a bear. Terrified for his life, he did not know what to do. All of a sudden the bear was instantly killed by some "outside source." The prince thought to himself "Wow! How did that happen? What an incredible coincidence!" A similar incident subsequently followed with another animal and the prince had a similar reaction. However, after a few times of the same thing happening again and again, the prince began to do some basic math. Coincidence plus coincidence plus coincidence does not equal coincidence, it sums up to "Somebody is doing this on purpose!" he proclaimed. He came to the realization on his own that his father,

the king, must be behind this and came to have a new love for his father.

The nimshal is obvious and need not be explained. The Gr"a and others go through the megilla step by step to show how each event happened a planned by Hakodosh Baruch Hu. For example, Achashveirosh's throne, which took 3 years to build, was too big to move and so the capital was forced to move to Shushan. Isolating the incident, it seems like a funny story and a nice "coincidence." However, who already lived in Shushan? Mordechai!....who would lead the Yidden to teshuva which would ultimately bring about and the yeshua.

Let's now turn to our children. From a Chinuch perspective, the message can be one that is quite clear. There are no coincidences! However, this alone is not the message of Purim. The

Hide and Go Seek

Over 50 women of the community joined Rabbi Lazar last week as he expounded on some of the hidden messages in the מגילה. Ideas included ה' hiding His face, אסתר's self esteem building, ה'מנ's deeper wish, ה'מנ's supreme level of wanting to have it all, the power of תפילה on פורים and what it means to be a יהודי.

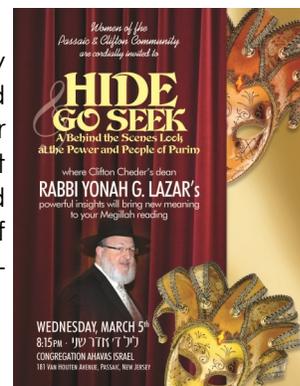
Special thanks to Cong. Ahavas Israel for allowing us to use their

message is to look at everything that happens to us and put it all together and say, Hashem is controlling everything. We can instill the very same message of the Gr"a into our children by asking the right questions.

Ask your child: what do you think about the fact that a Jewish person was saved from the Malaysian flight (may they arrive home safely!) because of Shabbos by "accident"? Was it an accident? Ask questions, while walking to shul, while driving to car that allow them to come to the realization by themselves. Of course, Hashem runs the world and we try to convey that all the time, but on Purim especially we can elicit from our children, and have them come to the realization by themselves that Hashem runs the world. How much more powerful and steadfast will their emunah be if they came to it on their own.

classroom and to Mrs. Tova Welikoff for spearheading the event.

Stay tuned for the next planned dose of inspiration.



2nd Grade Celebrates Dr. Seuss' Birthday



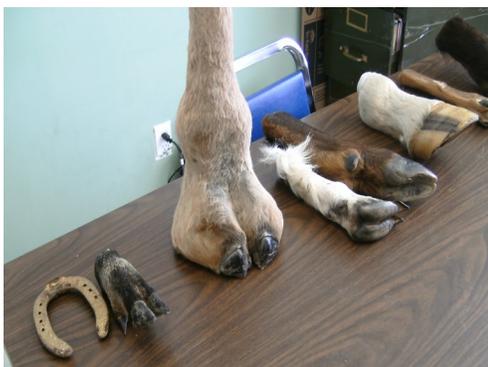
Quotable Quotes

Do you think the Pre1A Boys like their Rebbeim?

"My favorite person in the world is my Rebbe, my other favorite person in the world is my other Rebbe."

"When I grow up I want to buy a house in Monsey so I can live next to Rabbi Fried!"

Fifth Grade Gets Hands Feet On Kashrus Lesson



Dental Health Month

Each February, the American Dental Association (ADA) sponsors National Children's Dental Health Month to raise awareness about the importance of oral health. The past month the Early Childhood along with many of the preschools in the United States spent time focusing on this important topic. Developing good habits at an early age and scheduling regular dental visits help children get a good start on a lifetime of healthy teeth and gums. Our very own parent, Dr. Gil din, visited the EC to encourage our own

children in developing these important habits. The children loved his power point presentation which he made especially for us. It really showed the students how cavities come to be. They were fascinated by watching Dr. Gil din in action with his many tools of the trade on one of our own preschoolers (who doubles as his son) checking and counting his teeth. We especially loved the bag of goodies (toothpaste, toothbrush, and floss. Sorry, no lollypops.) Thank you Dr. Gil din for a wonderful presentation!



To see what an "average day" in 'א תה א looks like, go to

<http://magis.to/eTZ5VIVSFkd7e3AEDmEwCXt>

HAPPY PURIM TO ALL!



Sheilas Hashavua:

What pasuk do we say every day in davening that begins and ends with the same three words, in the same order?



Last issue's question and answer:

Q: Using today's currency in U.S. dollars, approximately how much money was Haman willing to pay for the right to exterminate the Jews?

A: This requires some math and the following information: a) a talent of silver weighed about 100 lbs; b) the current spot price for an ounce of silver is approx. US \$20.79.

\$332,640,000

Haman told Achashveirosh that he would pay 10,000 talents. With each talent being about 100 pounds, that would equal to 1,000,000 pounds of silver. Each pound of silver is 16 ounces, which makes it 16,000,000 ounces of silver. Multiply that by \$20.79, the approximate cost per ounce of silver, and you have the total above!



Sheilas Hashavua

Name: _____

Rebbe: _____ Grade: _____

Answer: _____

Assistance given by: _____

Reminder! You may receive assistance from anyone who is not a student or a staff member at the Cheder!

בס"ד

Dear Parents שיחיו,

We are thrilled to formally announce our Eighth Annual Cheder Dinner taking place א"ה on Wednesday evening, April 2, 2014, ליל ג' ניסן.

As the school year continues to progress in a very positive manner, we look forward to celebrating our accomplishments with our partners – you, our parent body.

Having each and every one of you join us that evening at the beautiful Élan, will strengthen our partnership and show the community at large how much the Cheder means to our parent body.

Parents of the Year recipients, Dr. and Mrs. Alex & Riki Kushnir, have chosen their careers around helping people. Yet while juggling their numerous professional responsibilities, their children are their first priority and their care for them is evident.

Rabbi and Mrs. Daniel & Rivkah Isaacs, dedicated educators who love and cherish each of their students, are deeply deserving of our Avodas Hakodesh Award. Morah Rivkah has brought so much care and leadership to our Cheder in the six years she has been with us. We are thrilled to pay tribute to them at our upcoming dinner.

Our Guests of Honor, Mr. and Mrs. Shaul & Elisheva Feinsod have made the Cheder a very big part of their lives and hearts. The enthusiasm and sheer joy that the Feinsod's have, for the Cheder and the positive influence it has had on their family, is contagious. We are so thankful to them for their support and feel that paying tribute to them brings honor to our מוסד.

As our partners, we ask you to please assist us now by submitting your agreed upon dinner fee and if at all possible, adding to it and dedicating a higher level ad in our dinner journal.

I also am reaching out to you to solicit others that you know, either family, friends, neighbors and/or business contacts to help support our Cheder. Any ads brought in will be credited towards your fee.

As the Cheder is in its growing stage, additional support is integral to its success. With our annual dinner serving as our largest fundraiser, your assistance with the הצלחה of this evening is paramount.

Enclosed please find an ad blank for your convenience. Before checking off your ad level, please try to go the extra mile. הקב"ה will surely pay you back, as only He can.

You can also place ads and make your reservations via our updated website at www.cliftoncheder.org. Should you have any specific questions you can email dinner@cliftoncheder.org or call Rabbi Kagan at 973-472-0011 ext #1.

For suggestions of local business to approach, please reach out to Mrs. Tova Wellikoff via yeshuatova@gmail.com or call her cell at 973-919-7178.

We are very excited about your participation and look forward to a very special evening together.

Respectfully,

Rabbi Yonah G. Lazar

Payment/Reservation Info

RESERVATION AND JOURNAL AD RESERVATION ONLY JOURNAL AD ONLY

NAME _____

ADDRESS _____

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PLEASE MAKE _____ RESERVATIONS AT \$500 PER COUPLE
FOR _____

CHECK ISSUED TO PCJEF ENCLOSED PLEASE BILL ME

PLEASE CHARGE MY CREDIT CARD VISA MASTERCARD AMEX

NAME ON CARD _____

CREDIT CARD # _____

EXP. DATE _____ SECURITY CODE _____

SIGNATURE _____ AD SOLICITED BY _____

Journal Ad Categories

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|--|---|
| <input type="checkbox"/> PARTNER \$50,000 | <input type="checkbox"/> SILVER \$1, 000 |
| <input type="checkbox"/> BUILDER \$25,000 | <input type="checkbox"/> PARCHMENT \$750 |
| <input type="checkbox"/> PILLAR \$18,000 | <input type="checkbox"/> FULL PAGE \$540* |
| <input type="checkbox"/> PLATINUM \$10,000** | <input type="checkbox"/> HALF PAGE \$360 |
| <input type="checkbox"/> DIAMOND \$5,000 | <input type="checkbox"/> QUARTER PAGE \$180 |
| <input type="checkbox"/> GOLD \$3,500 | <input type="checkbox"/> BUSINESS CARD \$100 |
| <input type="checkbox"/> CHAI \$1,800 | <input type="checkbox"/> LISTING (NAME ONLY) \$72 |

* FULL PAGE AD AND ABOVE INCLUDE DINNER RESERVATIONS FOR 2.

** PLATINUM PAGE AD AND ABOVE INCLUDE DINNER RESERVATIONS FOR 10.

CLIFTON CHEDER

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