

Ramadan: Moon & Stars

What children will learn

- Ramadan is connected to the **moon** (a lunar calendar).
- The moon can look different on different nights (**moon phases**).
- We can observe, record, and count what we see like scientists.

Materials

- Paper calendar or printed chart (7–10 days)
- Crayons/markers
- Moon phase pictures (optional)
- Stickers (optional)

Activity 1: Moon Spotting Calendar (Main Activity)

Ages: 3–8

Time: 5–10 minutes per day

Directions

1. Tell children: “We’re going to be **moon scientists!**”
2. Each day (or the next morning), ask: “Did anyone see the moon last night?”
3. On the chart, let children mark:
 - **Saw the moon**  or **didn’t see it** 



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- Draw what it looked like (circle, crescent, half, etc.)
4. Count how many days you saw the moon.

Teacher talk

- “The moon changes shape because we see different parts lit by the sun.”
- “Sometimes clouds hide the moon—and that’s okay!”

Activity 2: Moon Phase Art (Quick Craft)

Ages: 3–8

Time: 10–15 minutes

Directions

1. Give each child a strip of paper with 4–6 circles.
2. Children color in circles to show different moon shapes:
 - new (dark), crescent, half, gibbous, full
3. Display as “Our Moon Phases.”

Activity 3: Moon & Stars Movement Game

Ages: 3–8

Time: 5–8 minutes

Directions

- When you say “**Moon!**” children curl up small.



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- When you say “**Full Moon!**” children stretch arms wide like a big circle.
- When you say “**Stars!**” children wiggle fingers and tiptoe quietly.

Math + Literacy extensions

- **Math:** Count stickers, make a simple bar graph: “Moon seen” vs “Moon not seen.”
- **Literacy:** New vocabulary: moon, phase, observe, calendar, crescent.

Family note

“This week we’re learning that Ramadan follows a **lunar (moon) calendar**. We’re observing the moon and practicing counting, recording, and using science words.”

Inclusive tips

Use “some families” language

- Say: “**Some families celebrate Ramadan.**”
- Avoid: “We celebrate Ramadan” (unless you know the whole group does).
- Helpful swap: “Different families have different traditions.”

Keep the focus on science + observation

This resource is designed to be **calendar + sky science**, not religious instruction.

- You can teach: **moon phases, observation, recording data, patterns, time.**
- You do *not* need to teach: fasting rules, prayers, or religious requirements.



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Don't put kids on the spot

- Avoid asking: “Who celebrates Ramadan?” or “Do you fast?”
- If a child shares: thank them and keep it simple:
 - “Thank you for sharing. Families do things in different ways.”

Avoid stereotypes or “one right way”

Ramadan is celebrated across many cultures and countries.

- Avoid: “Ramadan foods are ____” or “Everyone does ____.”
- Use: “Families may do different things.”

Build belonging with neutral choices

Offer options so children can participate comfortably:

- “You can draw the moon, draw clouds, or add a sticker.”
- “If you didn't see the moon, you can mark ‘not seen’—that is still real data!”

Be careful with displays and labels

If you post work in the classroom:

- Use neutral titles like “**Our Moon Observations**” or “**Moon Scientists**”
- Avoid: “Ramadan Project” unless your program and families have asked for that framing.

Support children who ask big questions

If a child asks, “Why do people watch the moon for Ramadan?”



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- Simple response: “Some holidays start based on the moon calendar. People look for the new moon to know when a new month begins.”

If a child asks, “Do we have to do Ramadan?”

- Response: “No. This is a science activity. We’re learning about the moon and calendars.”

Be mindful of timing and assumptions

- Ramadan dates shift yearly and depend on moon sightings. If you don’t want to name Ramadan at all, you can still do this as “**Lunar Calendar & Moon Phases Week.**”
- If you do mention Ramadan, keep it brief and factual: “Some families use the moon calendar for special months like Ramadan.”

Accessibility and neurodiversity supports

- Use visuals: moon pictures, simple yes/no icons, stickers.
- Offer alternatives to drawing (stickers, stamps, tracing circles).
- Keep daily sharing optional (some kids don’t want to speak in groups).

Language support (multilingual learners)

- Teach 3–5 key words with pictures: **moon, phase, observe, calendar, night.**
- Encourage pointing/choosing from pictures instead of verbal answers.

Common Questions From Families

“Is this religious instruction?”

“No—this is a science and calendar activity. We’re learning about moon phases and observation.”



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“Do children have to participate?”

“Participation is flexible. Children can draw, use stickers, or simply observe and listen.”

“My family doesn’t celebrate Ramadan—will my child feel left out?”

“This is designed for all children and focuses on science skills and classroom community.”



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