

The Man on the Moon

Companion Text: If You See the Moon, by Zia Wells

Subject Area & Grade Level: Science, Kindergarten

Materials: Modeling clay, enough for a small ball for each student, pictures of the moon

Objectives

After this lesson, students will be able to:

- Define “crater”
- Demonstrate basic understanding of the moon’s topography
- Explain what causes craters on the moon

Staging Activity

Read the story once through without stopping. Show students some pictures of the moon (from books or the internet), and compare them to the portrayal of the moon in the story. Ask for students to point out similarities and differences between the real moon and the cartoon moon.

Core Activity

Ask students if they have ever heard the expression “man on the moon.” Explain that some people think they can see the face of a man in the full moon, but that what they are really seeing is a combination of high and low areas of land on the moon. High areas on the moon look light-colored from far away, and low areas look dark-colored. Many of the low areas on the moon are called “craters.” Craters are holes in the moon’s surface caused when space rocks crash into the moon. Craters can be big, like a waterless lake, or small, like a pothole in a road. High areas on the moon are hills or mountains made of rock, just like on earth.

Extension

Give each student a small piece of modeling clay, and ask them to mold a moon. Tell them to make sure their moon has at least one crater and one mountain, and to try to make the surface features resemble a human face. When all students have made a moon, line the moons up on a shelf or window ledge 6 or more feet away, and informally vote on which ones look the most like the “man on the moon.”

