



# Laura's Star

Klaus Baumgart

Adapted for the stage by Tina Williams



**SureStart**



## Education Pack

devised by Nicola Sangster with help from Louisa Fearnley

# Education Pack for KS1 and Early Years

## Contents

We hope that you find your performance of ‘Laura’s Star an exciting stimulus for many activities for both Key Stage One and Early Years. Here are some of our suggestions to help get you started: (\* denotes a copy able worksheet)

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This pack is intended as a leaping off point for follow-on activities. The suggested activities take themes from the play and can be directly linked to the national curriculum and/or practice guidance for the early years foundation stage.

If you find the pack useful, have questions or suggestions for improvement we value your feedback. Please take time to fill in our evaluation sheets (handed out on the day of the performance) or send us an email at [twpiedpiper@aol.com](mailto:twpiedpiper@aol.com).

# Literacy Ideas

## Phonics

The songs on the 'Songs and Rhymes' sheet can be used as a jumping off point for some phonemes work:

Twinkle, twinkle little **star**,  
how I wonder what you **are**?

I know that you will listen as you shine so very **bright**.  
Star goodnight. Friend Star, good**night**.

KS1 could go on to look at the difference between 'ite' and 'ight' word endings...  
And create their own poems / songs from all the ite / ight phonemes the class can think of.

## Opposites

The themes of light/dark and night/day are central to the story.  
Why not create vocabulary lists around light and dark or night and day...  
Or you could use it as an opportunity to work with opposites.

## New Vocabulary list

Laura's Star – some words to discuss

Secret, special, musician, music practise, audience, instruments, diamonds, circus, high wire, acrobats, clowns, tambourine.

## Storytelling

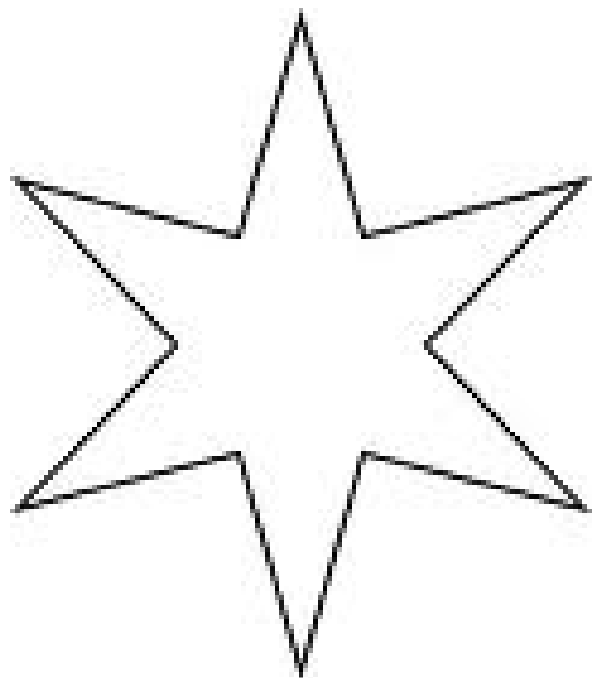
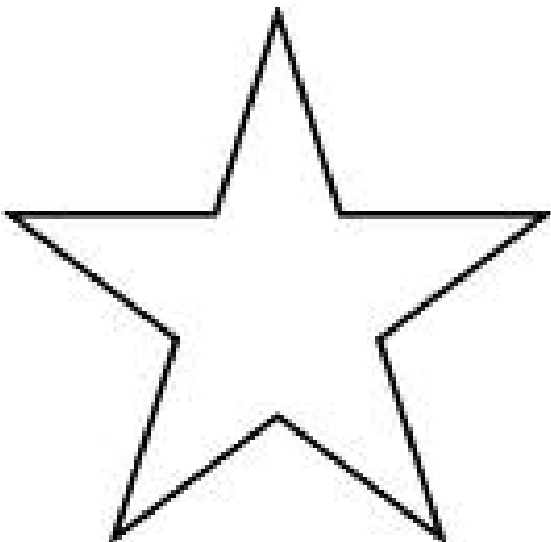
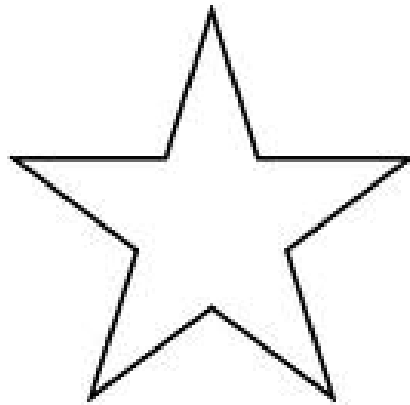
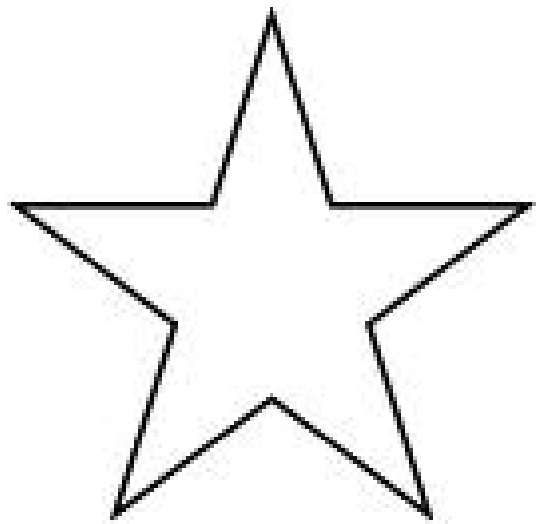
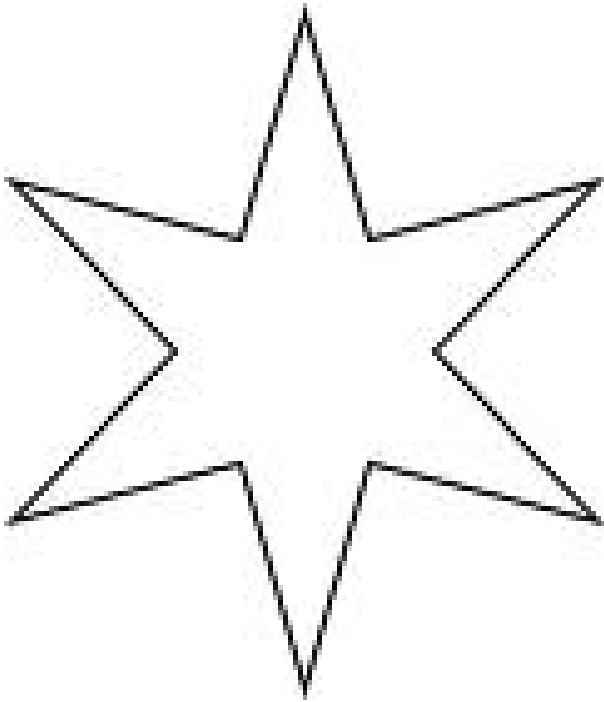
**Use the pictures on p7 to form the story.**

Early years can cut up and re arrange the pictures into story order.

Why not stick them in order onto a large piece of coloured paper.

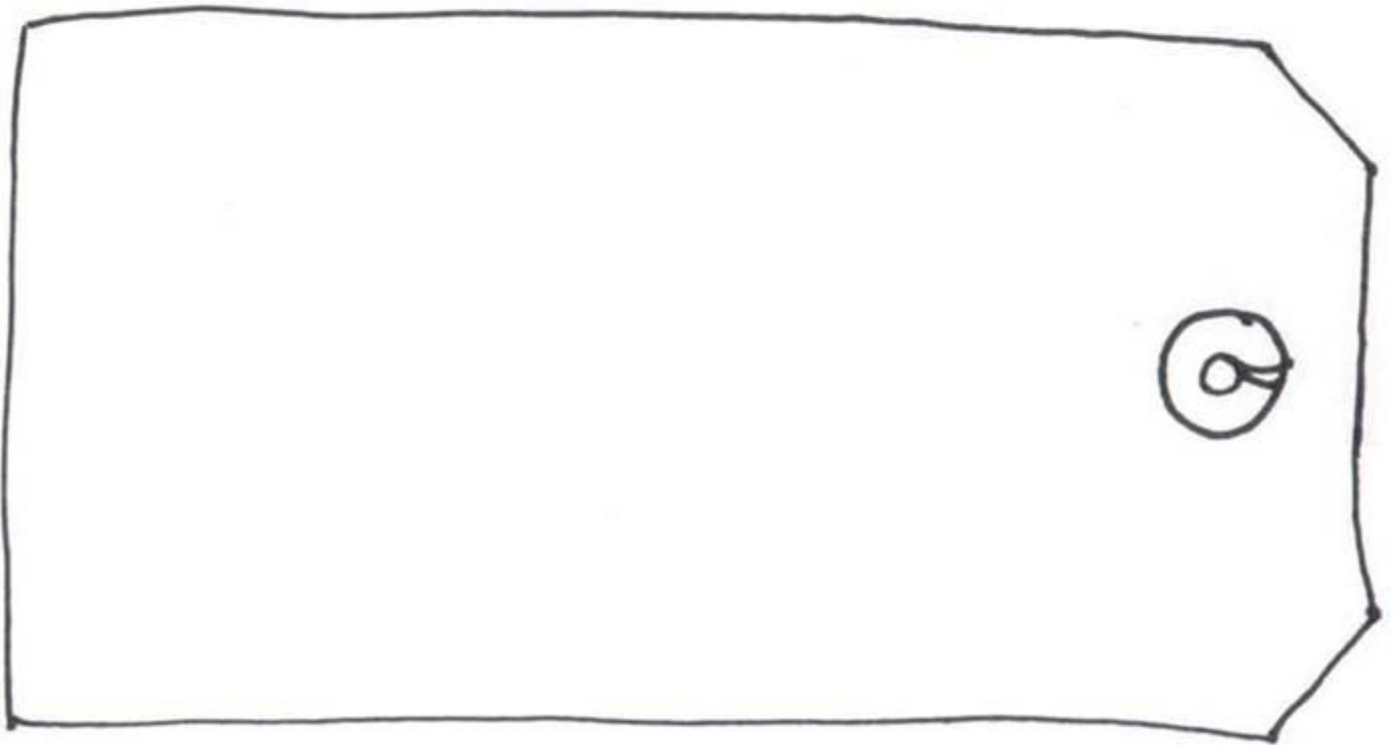
KS1 can go further writing a sentence or key word to describe each picture.

How would you describe the star?  
Write a word in the centre of each star...



## Send a message to the star

- What message would you write to the star from Laura? Add your message to the tag on this page.
- Why not cut out your label and make a display of the whole classes' labels attached to some sugar paper cut out balloons.
- Why not write a message on a real label and attach it to a helium filled balloon. Let it go into the sky.
- Watch it go until it disappears.
- Time how long it takes before it is out of sight, using a stop watch.



# Milly and the Circus

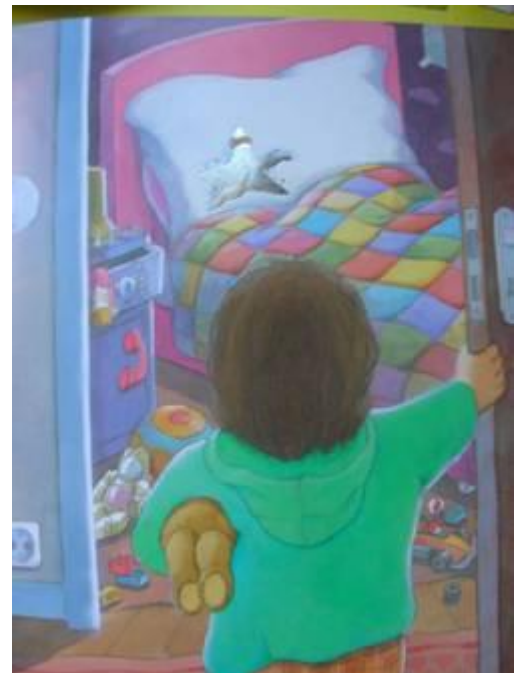
(This is the story that Laura reads to Star)

Once upon a time there was a little girl called Milly. One day a circus came to the town where Milly lived. Milly was very excited on the night that they went to see the circus. Her family had a seat right at the front and when the clowns came in with buckets of water, they got wet!

Milly loved the acrobats on the high wire, but she was a bit worried that they might fall off. Milly also liked the men who climbed on top of each other's shoulders. Eight men standing on each other's shoulders nearly reached the top of the circus tent!

All too soon the circus finished. Millie slept all the way home.





# PHSE –Building Relationships: Friendship and Families

*The themes of friendship and loneliness in Laura’s Star provide an opportunity for both early years and KS1 to look at the PHSE topic ‘Positive Relationships’.*

*The extract from the script on the following page (9) can be read aloud, recalled from the performance or acted out as a stimulus for discussions and further work:*

- What emotions does Laura show in this scene – loneliness, longing, sadness, relief, joy, fear?
- Why does Laura want a friend?
- What are the qualities of a good friend?
- How can we help when our friends are lonely?
- What makes a good listener?
- How does talking to friends help us overcome worries (e.g. first day at school)?

**Early years:** could focus the discussion on the EYFS principle of Positive Relationships. The themes of the play can be used to discuss understanding and recognising feelings, supporting children in developing friendships, setting an example through open and friendly professional relationships and developing a friendly relationship with parents.

**KS1:** could focus the discussion on the following relevant areas of the PHSE curriculum...

## ***Knowledge, skills and understanding***

*(1. Pupils should be taught:)*

*b) to share their opinions on things that matter to them and explain their views*

*c) to recognise, name and deal with their feelings in a positive way e.g. Laura’s loneliness, secrets, the needs of star vs. Laura’s wish to have a friend...*

## ***Preparing to play an active role as citizens***

*a) to take part in discussions with one other person and the whole class*

*e) to realise that people and other living things have needs, and that they have responsibilities to meet them e.g. Mum’s needs / the new baby’s needs, Star’s need to return to the sky and the conflict of feeling it creates*

*f) that they belong to various groups and communities, such as family and school e.g. what can Laura expect when she goes to school in terms of friendship and support, how will her role in the family change with a new baby?*

## ***Developing good relationships and respecting the differences between people***

*a) to recognise how their behaviour affects other people e.g. how Laura’s behaviour at the playground and during her birthday tea affects Mum and Dad. Waking Mum up in the ‘biscuit’ scene!*

*d) that family and friends should care for each other e.g. caring for star, Laura’s parents concerns over her loneliness and how they could help, how Laura can help care for the new baby.*



## Extract from Laura's Star Script

Laura: Stay still Star, I want to talk to you. You are going to be my very special friend. A friend that I can tell all my secrets to. *(Star flies towards the window)* No Star, don't go back to the sky or I'll be lonely again. Please Star, sit beside me so that I can tell you my secrets and you can listen to me. *(Star hesitates and then flies down to the bed beside Laura's.)* That's better. Now I can tell you my secrets.

Secret number one: I'm starting big school soon and I'm a bit scared. *(Star reacts by sitting on Laura's lap.)*

Secret number two: Mum keeps going to hospital and I don't know why. She says it's nothing, but she keeps going. *(Star reacts by showing his plaster.)*

Secret number three: I'd like to have a pet like that cat that lives over the road. *(Star reacts by flying onto the window sill to look for the cat.)*

Or even better, I'd like a brother or a sister.

# Drama Ideas

## In a circle...

### Memory game

Play 'Laura went to the playground today and she forgot...'

Sitting in your circle each child begins: 'Laura went to the playground today and she forgot...'

Then adds an item to the list e.g. banana, teddy, Daddy etc. Each time remembering the items mentioned previously creating a long list.

## Re-telling the story

Using a present or a ball each pupil takes it in turn to re-tell the story of the play, one sentence at a time – holding the present / ball when they are 'on', and passing it along to their neighbour as the story passes on.

## On your feet...

### Movement ideas (can be done to music)

Can the class use movement to express:

- Being the star falling from the sky
- Being the cat appearing at the window
- Laura searching for the star in the night
- Creeping downstairs to find a biscuit
- Being the jelly wobbling on the plate at Laura's Party etc.

Feelings from the play – always coming back to neutral:

- Laura's amazement seeing the star
- Laura's joy at finding a friend
- Star longing to return to the sky
- Dad's frustration at Laura taking so long to get to the playground
- Laura feeling worried about starting school etc.

## Characters from the play

Laura

Star

Cat

Mum

Dad

Start building each character from head to toe...

e.g. cat – begin by looking at your toes and feet, how would they be different if you were the cat, move up to the legs, the body all the way up to your ears. Build the characters slowly...

How would each character stand?

How would the characters move around?

How would they interact?

Can you pick a sound or word that perfectly fits your character?

## Star Shapes

Individually make the shape of a star. Make a star shape in twos, threes...

Can the whole class make one giant star shape together? You may need to lie down, stretch, hold hands...

Individually or in pairs why not try moving around as a star...twinkling, shining, flying, feeling scared, showing your broken point etc...

## Telling the story

In groups different still pictures from the play. E.g. 'Laura in her bedroom with Star', 'Laura with Dad in the playground, or on the see-saw or sandpit', 'Laura with Mum and Dad at teatime', 'Laura with Star and Mum with the tin of biscuits' etc.

Show the pictures to the whole group in order and you can perform your own comic book version of the play

# Laura's Star- Making the play

There are more people involved in bringing a Pied Piper play to life than you might think.

Writers, Director, Designer – Set and Costume, Musical director, Actors...

- What do the class think goes into making a play?
- Are they surprised how many people are involved?
- What is the role of the designer/writer/director?
- If they were writing/designing/directing the play what would they have changed?

## Creating your own play

As a class, or in smaller groups create your own play? Each pupil or group could take a single role, or each could design their own play...

Using an original story, a well known tale or 'Laura's Star', activities could include:

### Writing

- Storyboarding the play (Comic strip of the 5 or so main events of the story)
- Writing a page of script – discuss the layout of a script and the use of direct speech
- Mapping the story as a flowchart.

### Art and Design

#### Discussion topics...

- The essentials of the set – what do you need to tell the story?
- Imagination – sometimes we ask the audience to use their imagination rather than use actual objects and set (e.g. the use of sound, lights, movement, fabric etc to suggest things)...
- Colour, texture, pattern, materials – what are good materials to build a set from – what qualities do they need?
- Thinking of the audience – can everyone see the important bits?!
- Why not make a model box of your set in a shoe box? Or design your own 'Laura's Star' set?

### Costume

#### Discussion topics...

- How will what the characters wear help the audience learn about the play?
- What conclusions would you draw if a character was wearing...Wellies and a Raincoat? Glasses? A crown?
- What should the costumes be made of? What would be the best materials?
- You could paint or draw costumes for your characters, or use fabrics as part of a collage?

### Directing

#### Drama activities...

Choose a scene from the play and split into groups to try acting it out. One person can act as director. The director must think about the audience – What do they need to know? Is it clear?

If the whole class are working on one play splitting into groups taking a scene each you can build the whole play by 'running' each separate group's scene in sequence.

**Less time?** Choose a well known tale, or perhaps the school's Christmas production and perhaps just one of the activities. You could use the storyboard pictures in this education pack to create a 'Laura's Star' storyboard to work from.

**More time?** This could be the beginning of a wonderful piece of theatre!

## Songs and Rhymes



Twinkle, twinkle little star,  
how I wonder what you are?  
Up above the world so high,  
like a diamond in the sky.  
Twinkle, twinkle little star, how I wonder what you are?

Suggested actions – opening and closing hands for ‘twinkling’  
Raising them up for ‘so high’  
Making a diamond with first fingers and thumbs for ‘diamond’



See saw Margery Daw,  
Johnnie shall have a new master.  
He shall have but a penny a day.  
Because he can't go any faster.

Suggested actions – sitting on the floor in pairs face to face, hold hands and gently allow a push and pull action of a see-saw between the pair.

Here is the original song that Laura sings as she says goodbye to Star:

Little Star goodbye, fly away up high,  
My balloons will guide you to your home up in the sky.  
I'll miss you when you've gone, but I'll talk to you each night,  
I know that you will listen as you shine so very bright.  
Star goodnight. Friend Star, goodnight.

Suggested actions – goodbye – waving  
Balloons – use hands to show a big round balloon shape  
Talk to you – use one hand to suggest whispering a secret  
Listen – use hands to cup ears Goodnight – waving.

The wise man built his house upon the rocks  
The wise man built his house upon the rocks  
The wise man built his house upon the rocks  
    And the rain came tumbling down.  
The rain came down and the floods came up  
The rain came down and the floods came up  
The rain came down and the floods came up  
    And the house on the rocks stood firm

The foolish man built his house upon the sand  
The foolish man built his house upon the sand  
The foolish man built his house upon the sand  
    And the rain came tumbling down.  
The rain came down and the floods came up  
The rain came down and the floods came up  
The rain came down and the floods came up  
    And the house on the sand went splat!

Suggested actions: "built/build" -- build one fist on top of the other

"rains came down" -- wriggle fingers while moving hands down

"floods came up" -- raise hands up in time with music

"stood firm" -- thumbs up "fell flat" -- thumbs down

"Splat" -- clap loudly "Rock" -- firmly hit fist against palm



# Music

Laura's mum is a musician; she is practicing for a concert...

What is a musician?

What is a concert?

What is an orchestra?

Does anyone in the class play, or know someone who plays a musical instrument?

What does it sound like?

Can they make the sound?

How many different instruments can the class name?

How is the sound made on each instrument?

(e.g. blow into woodwind / brass, strike percussion, bow or pluck strings)

Can they describe and imitate the sounds they make?

Can they match the pictures of instruments to the names?

Can they find or draw more pictures to add to our orchestra?

Why not form and conduct a class orchestra to accompany 'Twinkle Twinkle' – which sounds match which words of the song?

What musical instruments were in the story of 'Laura's Star'?

When were they played?

Why were they played?



Flute?

Guitar?



Drum?



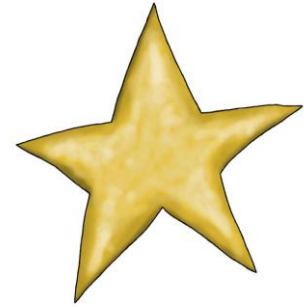
Violin?





# Star Facts

Stars are really like enormous balls of fire in space. They look like tiny specks of light because they are very, very far away from us – millions and millions and millions of miles.



A small rock that burns up as it passes through the Earth's atmosphere is known as a meteor.

If you've ever looked up at the sky at night and seen a streak of light or 'shooting star' what you are actually seeing is a meteor.

The closest star to us is what we call the Sun. The reason it looks bigger than the other stars is because it is much, much closer to us than they are – and that is why it can light up the sky in daytime and why we can also feel the warmth of the sun.



Although the Sun is closer to us than the other stars, it is in fact a very long way from Earth. About 93 million miles.

The Earth is attracted to the Sun by a force known as gravity, and slowly spins round the Sun (just as if it was being spun round the sun on a very strong, invisible string).

The time it takes for the Earth to go round the sun once is exactly one year. This circular motion round the sun is called an 'orbit' – so we say that the Earth orbits the sun.

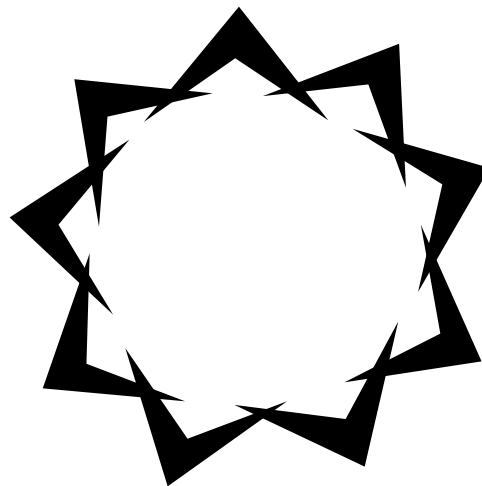
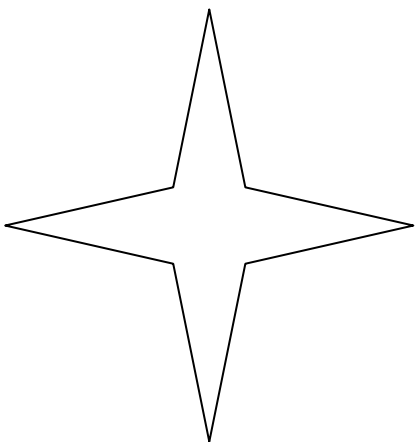
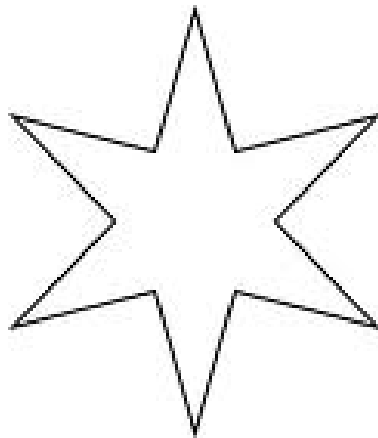
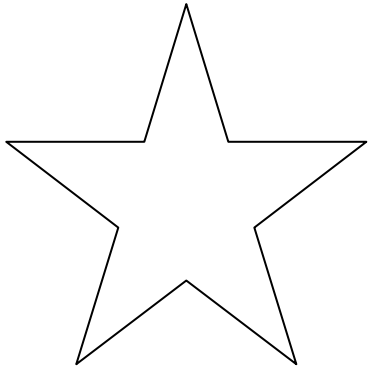
In the same way as the Earth orbits the Sun, the Moon orbits (goes round) the Earth. The moon takes 28 days to orbit the Earth.

We can't see stars in the day because the sun lights up the sky, not because stars only come out at night. Stars are there all the time.

Sometimes, there is an eclipse where the moon passes between the Earth and the Sun. When this happens during the day we can see the stars.

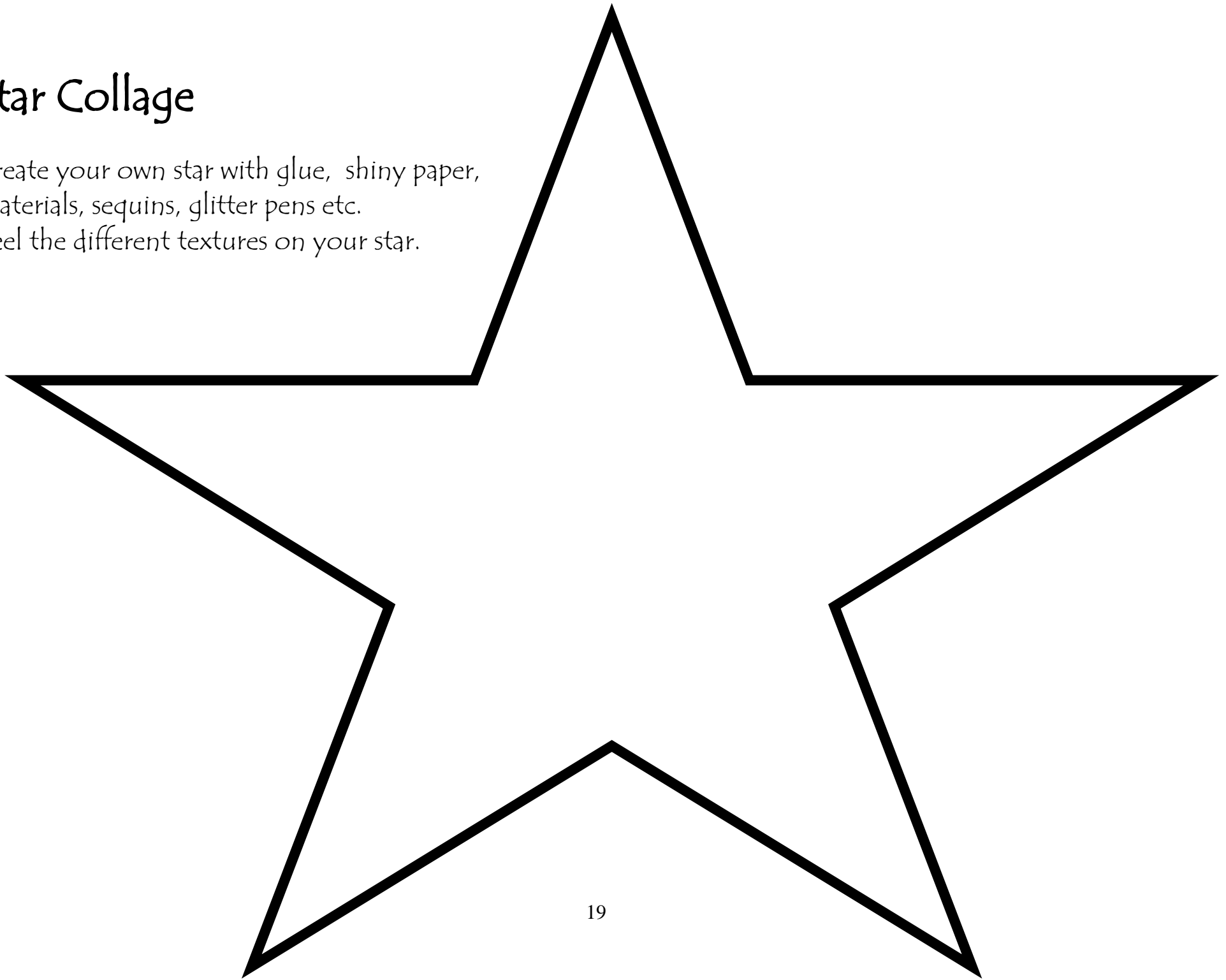


How many points does each star have?  
Can you write the number in the centre of each star?

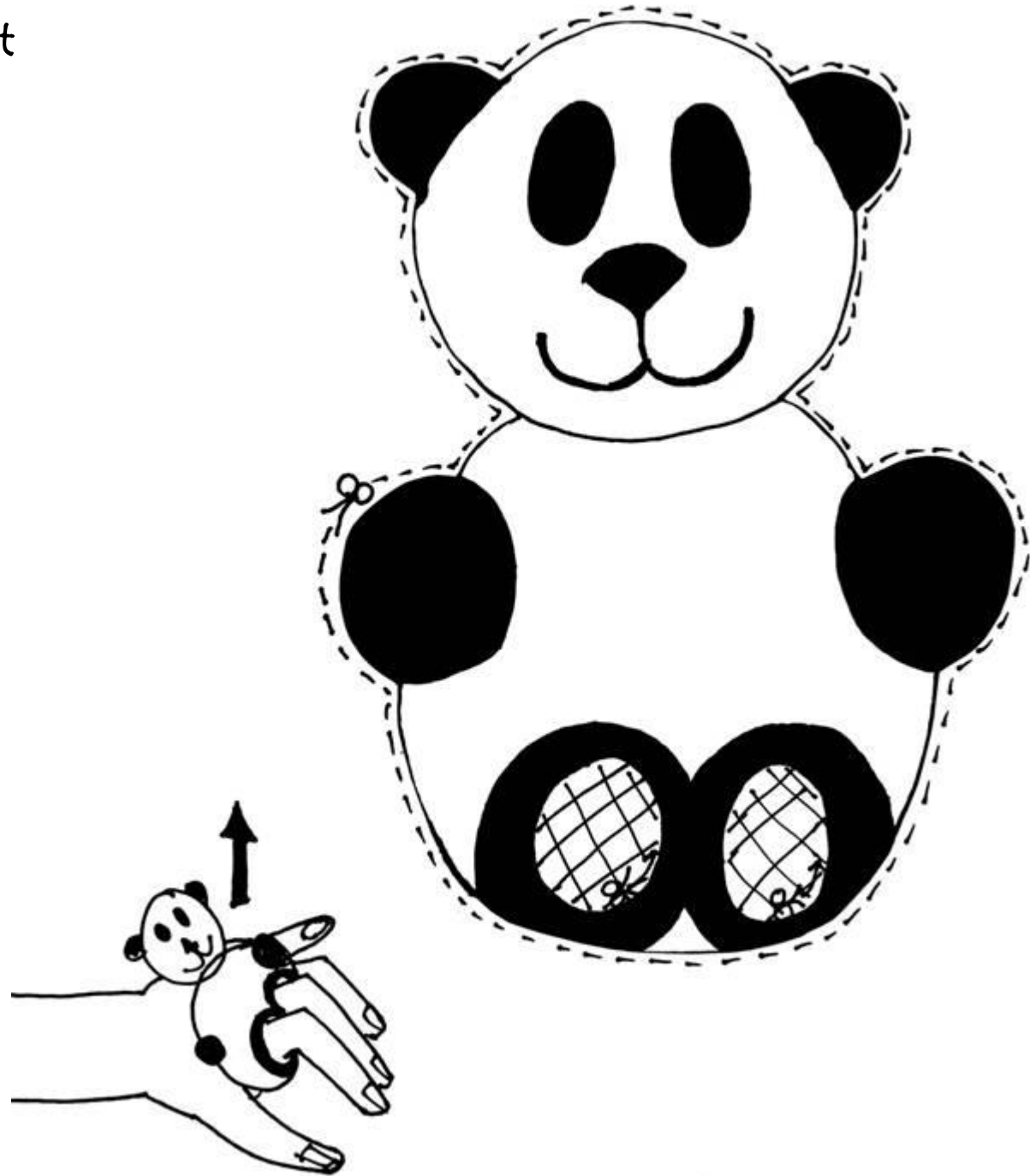


# Star Collage

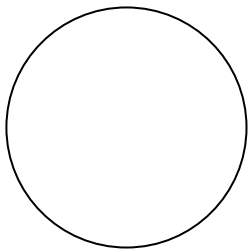
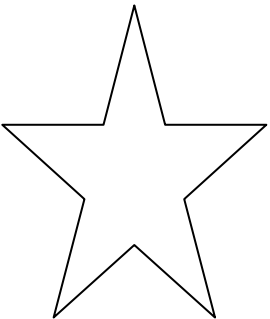
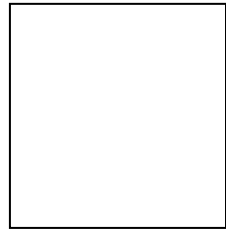
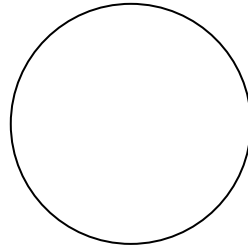
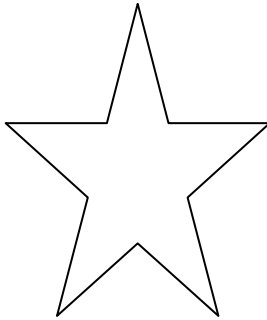
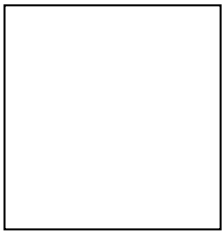
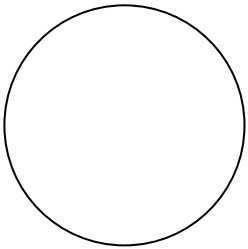
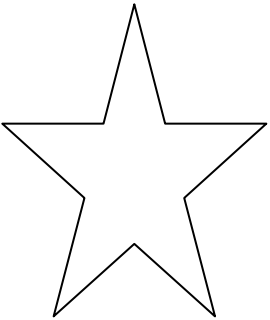
Create your own star with glue, shiny paper, materials, sequins, glitter pens etc.  
Feel the different textures on your star.



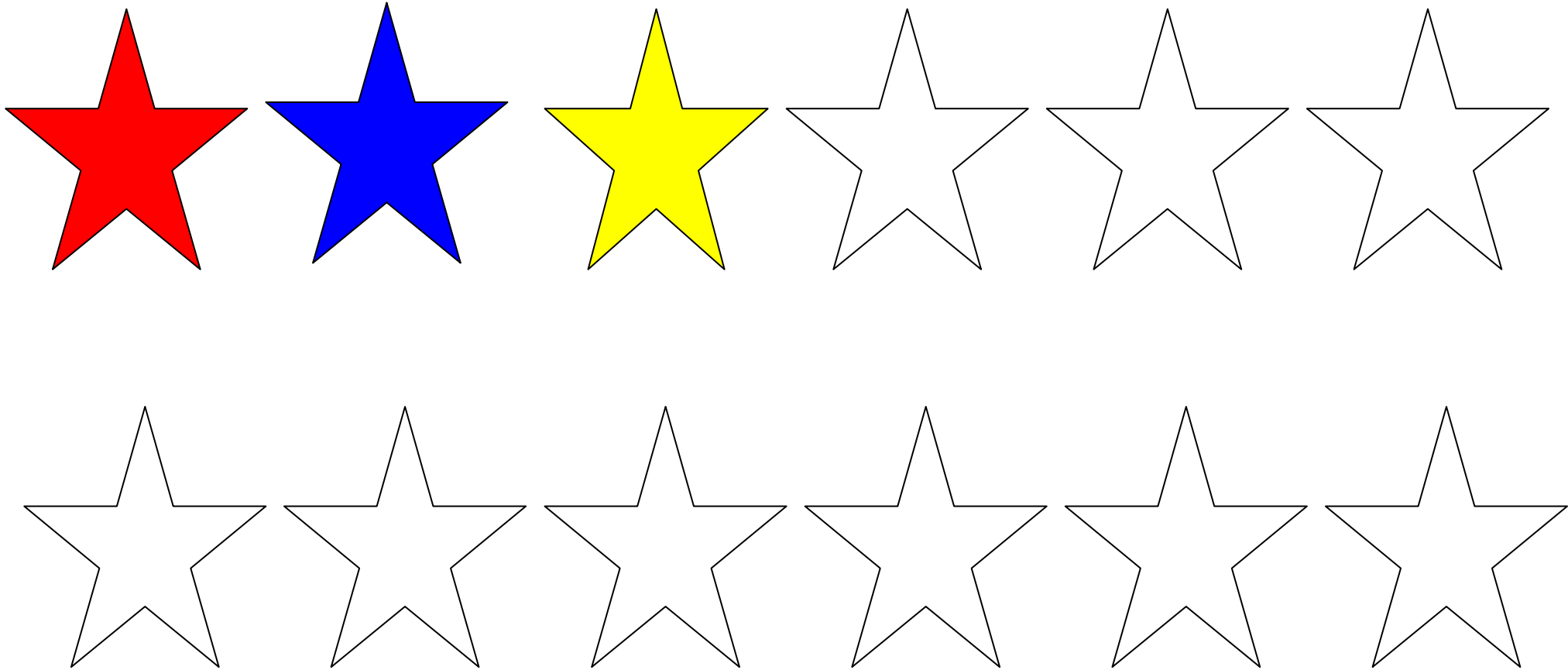
# Panda Finger Puppet



Can you guess which shape should come next?  
Draw the shapes to continue the pattern. Continue the pattern with felt tips or crayons.



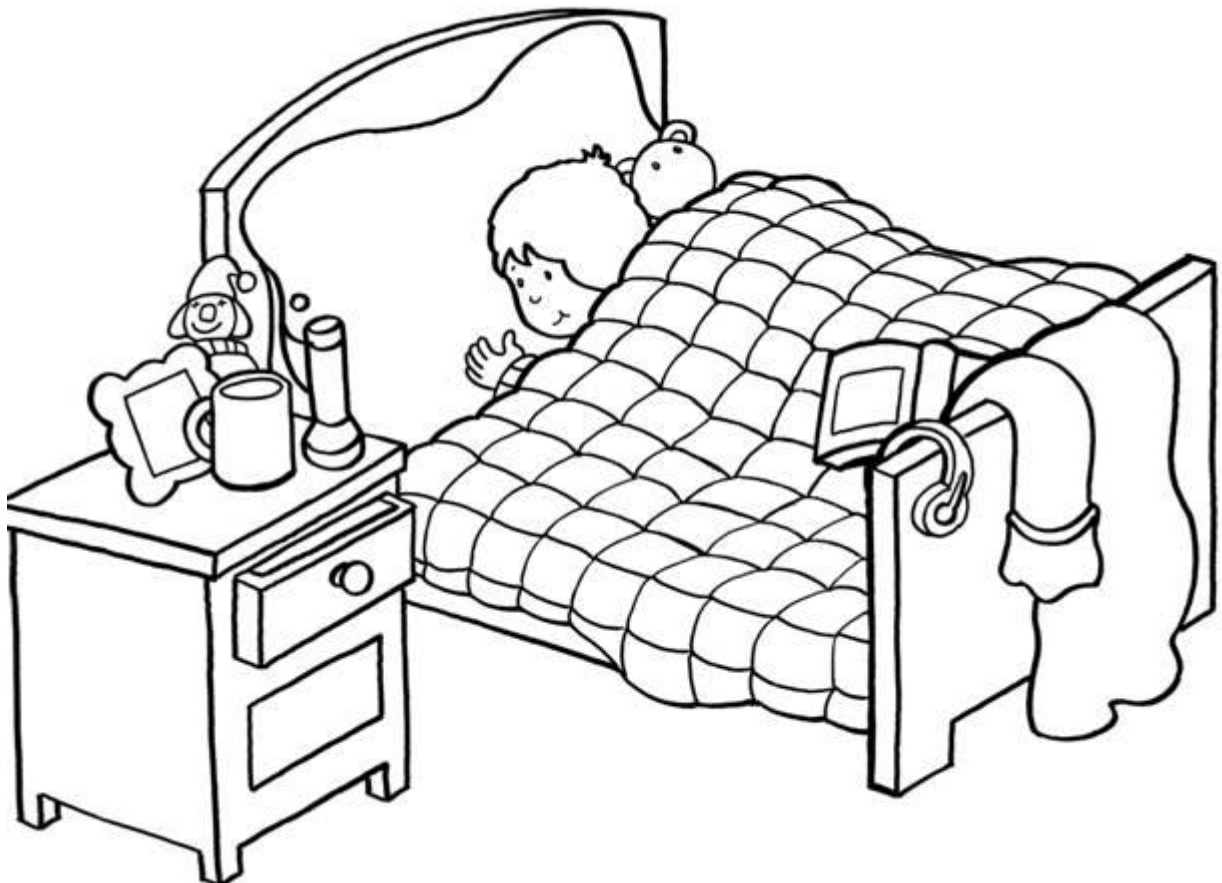
Can you guess what colour the next star should be? Colour in the blank stars to continue the pattern...



## Spot the Difference



Five things from Laura's bedroom have magically disappeared.  
Can you draw them back into the picture?

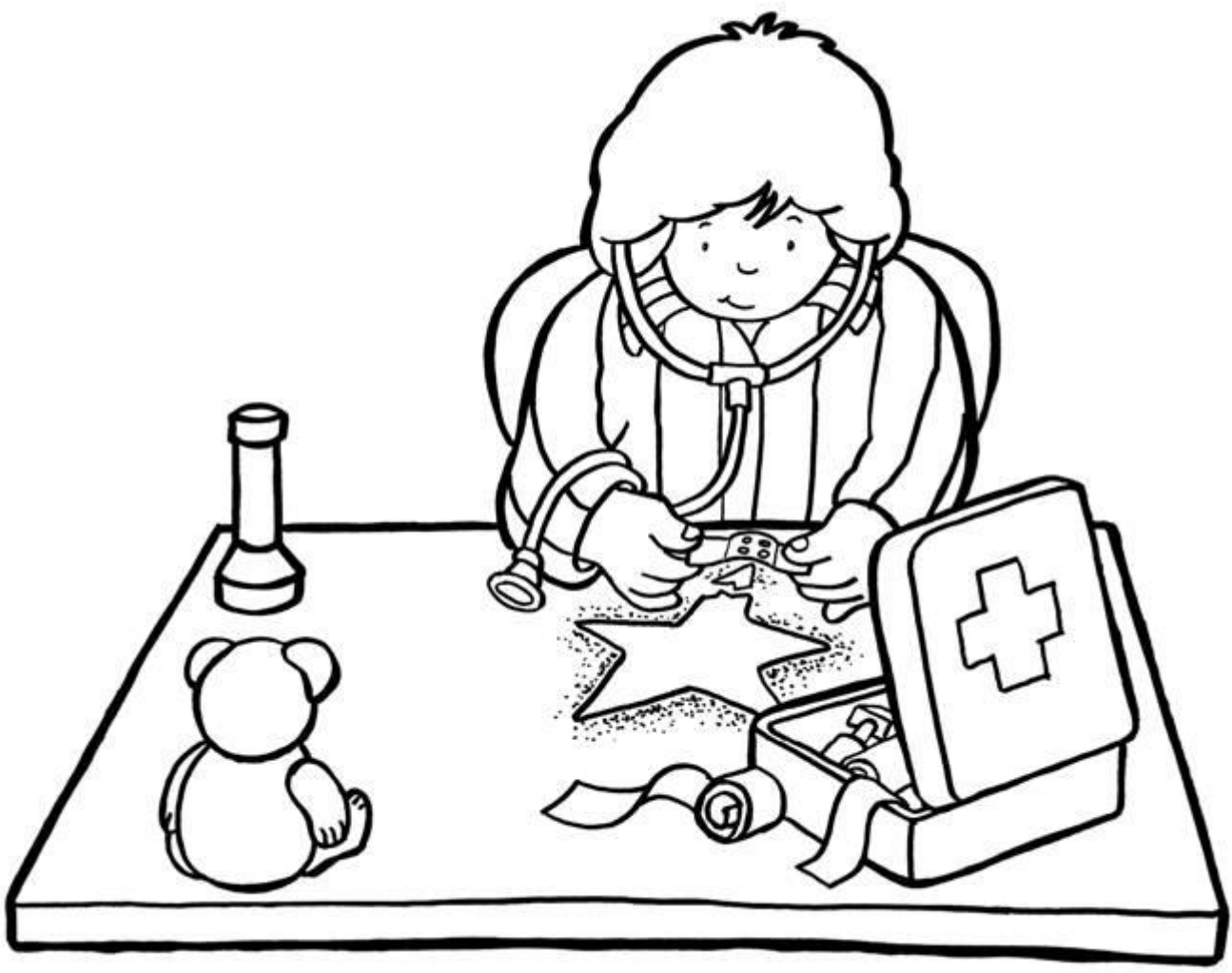


Can you remember the colours of the balloons in the play?  
Can you draw three more stars in the sky?





Laura is using her doctor's kit to mend Star's point...  
Colour the picture in.  
What colour is the cross on the kit?  
What colour is the plaster?



Why not colour this picture...  
What different colours will you use for the squares on the duvet?  
Can you make a pattern?  
How will you make the star shine?





The Pied Piper Theatre Company was created in 1984 and became associated with the Yvonne Arnaud Theatre, Guildford in 1994. Pied Piper tours throughout the U.K. and has had five productions at The Fortune Theatre in London's West End. Pied Piper works in schools, theatres and art centres, specialising in bringing new writing to 3-7 year olds.

You can find out all about Pied Piper Theatre Company at:  
**[www.piedpipertheatre.co.uk](http://www.piedpipertheatre.co.uk)**

Email us at [twpiedpiper@aol.com](mailto:twpiedpiper@aol.com)

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Pied Piper's play 'Laura's Star' is based on the original work 'Laura's Star' written and illustrated by Klaus Baumgart and is adapted for the stage by Tina Williams.

The book 'Laura's Star' is widely available and a valuable resource for follow on work.

In our play we have also been influenced by Klaus' other books about Laura, where she has a little brother, Tommy.