

*New Beginnings*  
**Lesson Plans**  
*Designer: Larisa Key*  
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**Project Informational Guide**

**The Quilt Project: *New Beginnings***

We recommend the class project be the cover quilt, which is the twin-bed size, but if a student wishes to make the lap quilt or the queen-bed quilt, it should not be a problem, as the techniques and pattern layout information are similar for all quilts. The differences should be easy to handle in class.

**Sample Class Description for Your Store's Class Brochure**

Create your own beautifully traditional *New Beginnings* quilt, using an elegant floral fabric of your choice to set the mood and select the colors. This playful design is created with squares, half-square triangles, and flying geese units. This quilt will give you great experience in working with an on-point design and an easy pieced border.

**The Class Schedule**

This class has been designed to be taught in three 3-hour sessions. If you think it will work better for you to offer a different number of sessions or a different class length, feel free to make this change.

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## **SESSION ONE – Constructing the Blocks**

### *Students should bring to class the following items:*

*New Beginnings* pattern; fabrics, rotary cutter, mat, ruler; favorite basic sewing supplies, such as pins, thread, needles, seam ripper, etc.; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book)

### **Step 1 Introduction to Pattern and Quilt**

Introduce the quilt to the students. Have students open the pattern and become familiar with the different sections: the inside cover, the various instructional guideline offerings, tips, the instructions. Show students how they can fold the pattern into pages, if they wish.

### **Step 2 Fabric Selection**

Discuss fabric selection. This pattern uses the focus floral fabric, a subtle, light background, and three additional colorations based on the floral fabric. Larisa chose green, rose, and gold fabrics that went well with her floral fabric. Check each person's fabric selection to make certain the fabrics work well together. Also check to see that there are value differences in the fabrics, and that the background fabric contrasts well with the other fabrics in value.

Discuss any fabric hints you think are important, as well as the importance of washing fabrics and pressing with a dry iron.

### **Step 3 Familiarizing Students with the Blocks**

Familiarize the students with the three blocks used for this quilt's design. Show students how Blocks 1 and 2 are technically the same, but the fabric selection is different. Also note that Block 3 differs in both fabric selection and its four corners, which are made from half-square triangles instead of squares.

### **Step 4 Cutting the Fabric**

1. Demonstrate how to cut the fabric into strips and the strips into the needed squares and rectangles.

2. Have students cut at least one strip of each Fabric A- K, in their specific sizes, to prepare for piecing Blocks 1, 2, and 3. Then have students cut the strips into the appropriate squares and rectangles.

### **Step 5          Piecing the Units**

Show how to mark and sew the flying-geese units and the half-square triangle units. Have students mark and sew enough units to make at least one Block 1.

### **Step 6          Sewing the Blocks**

1. Demonstrate how to construct Block 1. Discuss the importance of pinning. Also, talk about the importance of using a dry iron when constructing blocks, so that shapes will not stretch or become misshaped. Demonstrate how to *set a seam* with the iron and press the seams in one direction.

2. Have students sew one Block 1.

3. When the first person is finished sewing Block 1, show the class the differences between Block 1 and Block 2 in fabric use. Have students make one Block 2.

4. When at least one person is ready to begin Block 3, show students the Block 3 construction and fabric selection. Have students continue constructing blocks until the end of class.

### **Homework**

Have students construct the number of Blocks 1, 2, and 3 for the size quilt they are making.

### **Students bring to class:**

Remind students to bring the following items to the next class:

*New Beginnings* pattern, constructed blocks, Fabric A yardage for setting triangles, rotary cutter, mat, ruler; favorite basic sewing supplies, such as pins, thread, needles, seam ripper, etc.; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book). Optional: design-wall material (flannel sheet, flannel yardage, or batting).

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## **SESSION TWO – Assembling Blocks into Rows**

### **Step 1 Questions & Review**

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from previous week.

### **Step 2 Cutting the Setting Triangles**

Demonstrate how to cut the Fabric A quarter-square side-setting triangles and Fabric A half-square corner-setting triangles. If you have a preference of tools for this, give options and show students a variety of tools for cutting these shapes.

Have students cut all of the required setting triangles for their quilt.

### **Step 3 Assembling the Rows**

Using the assembly diagram as a guide for each quilt size, show students how to lay out the blocks to create the design. Remind students to use a dry iron, especially when working with the large, bias setting triangles. Demonstrate how to pin and sew the blocks together. Provide your favorite tips for sewing blocks together, including pressing, easing in, etc.

Have students select any row to begin sewing the blocks together. If a design board (wall) is available, students can place their rows on this as they progress.

### **Step 4 Work Period**

Give the students time to sew the blocks and setting triangles into rows. Demonstrate how to sew rows together. Provide any tips that you wish to share. If possible, have students sew two rows together.

### **Homework**

1. Have students assemble the rows and sew the rows together before the next class.
2. If time permits, students could cut the strips for the saw-tooth border and then cut these strips into squares.

3. If time permits, students may draw a line diagonally from corner to corner on all Fabric A squares for the saw-tooth border.

4. If time permits, students can pin the Fabric A squares to the partnering squares.

**Students bring to class**

Mention to the students to bring the following items to the next class:

*New Beginnings* pattern, constructed quilt top, border fabrics, including saw-tooth units (or fabrics), rotary cutter, mat, ruler; favorite basic sewing supplies, such as pins, thread, needles, seam ripper, etc.; sewing machine and accessories (including bobbin, extension cord, foot pedal, instruction book).

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## **SESSION THREE – Adding the Borders**

### **Step 1 Questions & Review**

Inquire if anyone has any questions or had any problems working on her project. Respond to any inquiries. Review concepts from the previous class.

### **Step 2 Cut the Border Fabrics**

1. Have students cut the fabrics for Borders 1, 3, and 4.
2. Show how to pin a Border 1 strip to one side of the quilt. Explain when using square-corner borders, it's best to sew the border sides first, and then sew the top and bottom borders to the quilt top last. Have students sew the four Border 1 strips to the quilt top. Make certain they set the seams and press the seam allowances toward the border.

### **Step 3 Assembling the Saw-tooth Border**

Note: If students have not cut the fabrics for their saw-tooth border before coming to class, they will do this first. You may need to review the process of cutting strips, squares, drawing the line on Fabric A squares, and pinning squares together for this border.

Show how to sew the saw-tooth units together in an assembly-line fashion. Have students assemble and sew together enough saw-tooth square units for one side border. Remind students to sew the units together in random color order. Have students press the border, pin it to a side Border 1, and sew it to the quilt top.

### **Step 4 Work Period—Assembling the Borders**

As time permits, have students work on their borders. Discuss how to put the remaining borders on the quilt, one border after the other.

### **Step 5 Wrapping It Up**

1. Discuss possible design ideas for quilting. Present several possibilities.
2. Discuss basting the quilt top to the batting and backing. Also, present your favorite binding method. You may include other methods too. Give any extra tips you may have.
3. Provide any additional tips you may have.