

CLASS LESSON PLANS

for
A Pocketful of Stars

I have designed this class to be broken into four 3-hour sessions. If you think it will work better for your store to offer fewer sessions or more sessions, feel free to do so. Divide these concepts into divisions that make the most sense to you.

Class 1

Students bring to class: sewing machine; sewing equipment, rotary cutter/board, sewing basket of tools, 4 practice fabrics (3 foreground fabrics; 1 background fabric)

Step 1. Introduce Fabrics & Color Choices

Talk about good fabric choices, fabrics that are difficult to use, and fabrics that work well with others. Discuss color choices available for quilters. This pattern shows two color plans. Students can use either of these plans or select another color plan suitable for this pattern. Have students select and purchase fabrics for the quilt. If students want to use other color combinations, have them refer to 3-in 1 Color Tool for other complementary color plans.

Step 2. Introduce Cutting Techniques

Show how to cut strips for shapes used in this pattern. Discuss the seam allowance requirements for each shape and its strip. Using practice fabrics, students should cut one strip for each of the foreground and background shapes (strips may be 10" to 12" long. After these strips have been cut, show students how to cut each shape from its precut strip. Make certain the width of each strip coincides with the seam allowance needed for the shape. Have students cut a few shapes from each strip, practicing the method.

Step 3. Introduce Sewing Simple Units

Show how to sew each simple unit: (1) corner unit; (2) star-point unit; (3) trapezoid unit; and (4) outer star-point unit. Have students make one sample of each simple unit.

Homework

Ask students to wash their quilt fabrics. Have them cut fabric strips as described in *Cutting Shapes from Strips*, #1-7. Students should make as many simple units as possible before the next class. Have them follow the *Piecing the Block, Creating Simple Units* instructions, #1-4. Students should bring simple units to class.

Class 2

Students bring to class: sewing machine, equipment, sewing basket tools, completed simple units

Questions & Review

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

Step 1. Introduce Combining the Units

Show how to put simple units #1 and #3 together; then show how to sew simple units #2 and #4small units together. Then demonstrate how sewing these two larger units together results in one quarter of the block. Have students sew enough units together to create one block. Once these are sewn, show how to create half-blocks and whole-blocks. Have students make at least 1 block. sew one together.

Step 2. Introduce Block Assembly

Show how to assemble blocks for wall quilt, lap quilt, and double-bed quilt.

Step 3. Fabric Choices for Borders

Discuss the purpose of a border—to provide closure and to bring the eye to the body of the quilt. Therefore, borders should have no new ideas. Borders should reiterate the major ideas, fabrics, and colors used in the body of the quilt. Emphasize the importance of using fabrics that play a major role in the quilt's body be also used for the major role in the border(s). Also, remind quilters that the border should not overwhelm the main part of the quilt. Consequently, this quilt's border should be no wider than 6".

Homework

Have students combine the units, and sew them together to complete all blocks. Students should assemble blocks into quilt top. Ask students to select and wash the border and backing fabrics. Also, they should prepare the batting, as suggested by the manufacturer.

Class 3

Students bring to class: sewing machine, equipment, sewing basket tools, assembled quilt top, border fabrics, backing, and batting; 2-3 copies of *A Pocketful of Stars* block on front page

Step 1. Attaching Borders to Quilt Top

Go over the information in the Border Basics Supplement with students. Have each student determine her quilt's border width and length needed. Have students attach borders, fold the mitered corners, and pin in place. Discuss and show how to prepare for basting and how to baste.

Step 2. Select Quilting Design

Discuss the importance of the quilt's design. Look at the options shown on the pattern's page 4. Have each student draw at least 1 quilting design on her block copy. Discuss quilting stitches, marking, knotting, and other important aspects of quilting.

Homework

Have students finish border, baste, and quilt her quilt.

Class 4

Students bring to class: sewing machine, equipment, sewing basket tools, quilt, and fabric for binding.

Inquire about problems or concerns. Review any steps that seem a concern. Then discuss binding options. Demonstrate how to put on the binding. Have students prepare and sew their bindings onto their quilts. Then show how to make corners and how to hand stitch the back binding to the quilt back.

Set the date for a *Quilt Show & Tell* for the following month. This should be an informal gathering where the students bring their quilts to share—finished or not. However, it is a helpful deadline and a congratulatory time to celebrate the finishing of a project.