



# Simple Mug Rug Teacher Notes

*These notes will provide you with information for promoting and teaching this class. They are for the teacher/shop owner's use and should not be copied for students.*

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## **By the end of this class students will be able to...**

- Identify basic pattern information.
- Cast on and bind off.
- Make knit and purl stitches.
- Move between knit and purl stitches in a single row.
- Identify some of the mistakes in their work.

## **Promotional Information**

**Description:** In this class, you will learn the basics of knitting. You will learn to cast on, knit, purl, and bind off while making a small square with a knit and purl pattern that can be used as a coaster or "mug rug" when you are finished. We'll also discuss how to read a simple knitting pattern and practice identifying and fixing your mistakes as you go. This is a great class for those who have never knit before or who haven't knit for many years.

**Skills needed:** None

**Time needed:** 3 hours

**Student materials list:**

Size 7 (4.5mm) knitting needles

Smooth, light or medium colored worsted weight wool yarn (suggested yarn: Plymouth Yarn

Worsted Merino Superwash)

Row counter (optional)

Small scissors

Ruler or tape measure

Tapestry needle

**Preparing for the Class**

**Teacher materials needed to teach the class:** You will need your own set of materials as given on the student list, a pattern for each student, a class handout for each student, some sample patterns (sold by the shop where the class is being held or from other sources), and two completed mug rugs as explained below.

**What to prepare before the first class:** Complete and block one mug rug so that there is a finished sample available for students to see. Complete a second mug rug but do not block or weave in ends. You may wish to have samples partially completed for each stage of the class to use as teaching tools; however, you can also simply do the steps along with students using your materials during class time.

**Teaching the Class**

This class consists of the following seven parts which are described in detail on the following pages:

1. Introductions (5-10 minutes)
2. Interpreting Pattern Information (20 minutes)
3. Casting On (20 minutes)
4. The Knit Stitch (50 minutes or until students have finished the first five rows)
5. Reading Directions and Starting to Purl and More Interpreting Directions (60 minutes or until 20 minutes of class remain)
6. Binding Off and Finishing (15 minutes)
7. Closing (5 minutes)

**Introductions (5-10 minutes):**

Welcome students to class and point out where restrooms, refreshments, etc. are located within the space. Introduce yourself and your knitting and/or teaching background. Ask students to introduce themselves and tell any background they have in knitting or crochet.

Explain the pattern and handout. Let students know that they can follow along only on the pattern and take the handout home for later reference or find all the pattern instructions in the handout and save the pattern for later.

### **Interpreting Pattern Information (20 minutes):**

Many beginning knitters want to be able to read a pattern, so spend the first part of class explaining the introductory material on a pattern. Using the first page of the student handout as a guide, review the parts of a pattern and what each part is used for by the knitter. Show one or two additional patterns sold by the shop or from your collection and have students find the same parts in those patterns. Note that they may be named or ordered differently.

### **Casting On (20 minutes):**

The knitted cast on is taught here to new students because it is similar to the knit stitch in all but the last step. Pages 2 and 3 of the student handout contain diagrams for this step. Demonstrate to the entire group, then go around and demonstrate to one or two students at a time as they follow your motions on their own needles. Encourage students to pull each cast on stitch around the needle so that it just holds against the needle; it should not change the shape of the yarn and students should leave a space of the width of their yarn between each cast on stitch.

### **The Knit Stitch (50 minutes or until students have finished the first five rows):**

For this section of the class, I recommend demonstrating the knit stitch to all students, holding the yarn in the hand you are most comfortable with using and with the tensioning method you are most comfortable with using. I find that most classes are about evenly divided between those who prefer to tension the yarn with the left hand (Continental knitting or picking) and those who prefer to tension the yarn with the right hand (English knitting or throwing). I begin with my preferred method and show students the other method if they seem to struggle. Being able to teach either method seems to lead to more student success so that you can work with students' existing strengths. For instance, students who have crocheted may find it easier to knit Continental style.

Using pages 3 and 4 of the student handout, take students through the stitch as a group and then demonstrate for one or two students at a time so they can follow along with you. I often use "knitting rhymes" even with adult students (search "knitting rhymes" on the web for a variety of choices). My favorite, however, is "Stab him, choke him, pull him out the window, throw him off the cliff!" This brutal little rhyme is easier to remember than some of the sweeter ones for some reason, and I feel it channels some of the students' frustration in learning a new skill. It may not work for everyone's teaching style, however, or you may have other phrases that help students remember each step. "In, around, through, off," can also be simple and effective.

As students finish a row, show them how to turn their work and begin the next row. At some point, demonstrate to students that when they are half way through a row, the



# Simple Mug Rug Class Handout

**Heddi Craft Designs**

## Simple Mug Rug

A simple pattern designed for beginners, these little mug rugs will protect your furniture from hot drinks. Make them in sets for bazaars and craft shows or as gifts.

**Skills Needed**  
Knit, purl, cast on and bind off

**Finished Measurements**  
Approximately 4"/10 cm square

**Materials |**  
Plymouth Select Worsted Merino Superwash (100 g, 218 yd, 100% superwash fine Merino wool), 1 hanks/skeins, or 18 yd/ 16.5 meters of another washable worsted weight yarn (One skein of the recommended yarn will make approximately 12 mug rugs.)

**Stitch Glossary**

**CO:** cast on  
**k:** knit  
**p:** purl  
**sts:** stitches  
**RS:** right side  
**WS:** wrong side

**Pattern Notes**  
Beginning knitters can find complete directions and diagrams for all stitches used in this pattern at [http://www.vogueknitting.com/pattern\\_help/how-to/learn\\_to\\_knit](http://www.vogueknitting.com/pattern_help/how-to/learn_to_knit)

US size 7 [4.5 mm] 9" [23 cm] straight needles or size to obtain correct gauge

Row counter (optional)  
Tapestry needle

**Gauge**  
5 sts and 8 rows = 1" [2.5 cm] in stockinette stitch, blocked

## Interpreting Pattern Information

Knitting patterns will begin with basic information you need to create the pattern.

**Description:** This section of the pattern may not be labeled, but it will describe the pattern, its use, and often its qualities.

**Skills needed or skill level:** This will describe the difficulty of the pattern or explain what you need to be able to do to complete the pattern.

**Measurements:** Most patterns will state the expected finished measurements so that you can compare them to your desired size.

**Materials:** This section tells what yarn was used in the pattern, acceptable substitutions, what needles you will need, and also any other tools you need to complete the pattern.

**Gauge:** If you want your pattern to match the finished measurements, you need to get the same gauge that is listed in the pattern. Cast on a few stitches and work a gauge swatch and compare your gauge to the numbers listed here. Focus on the stitches per inch (the number of stitches across). If you have too few stitches, go down a needle size and try again. If you have too many stitches, go up a needle size. For this pattern, we will use our first ten rows as a gauge swatch.

**Pattern notes:** Many patterns will have additional notes to assist you in knitting the pattern.

**Stitch Glossary:** This defines any abbreviations used in the pattern. You can use these definitions to help you find information about how to make that stitch online or in reference books.

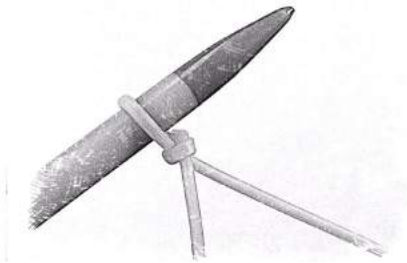
## Setting Up

CO 20 stitches

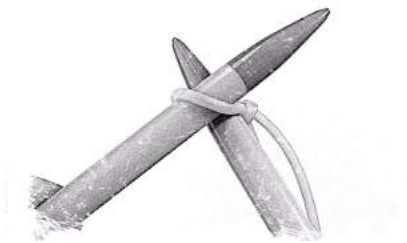
## Casting On

Most patterns won't tell you what cast on method to use. The most common cast on methods are the long tail cast on and the knitted cast on. In this class, we will use the knitted cast on because it is very similar to the knit stitch.

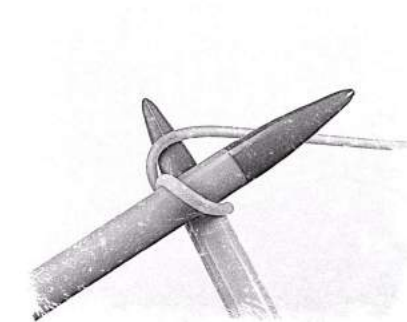
### Knitted cast on:



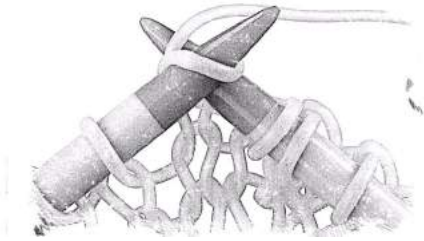
1. Make a slip knot and place it on the left-hand needle. This is your first stitch.



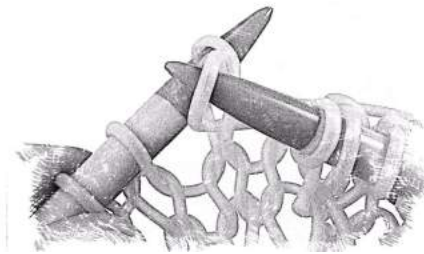
2. Insert the right-hand needle into the slip knot from the left-hand side of the slip knot and below the left-hand needle.



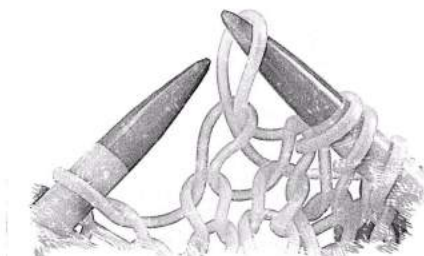
3. Wrap the working yarn (the yarn connected to the ball) up and over the right needle from left to right.



2. Wrap the working yarn up and over the right needle from left to right.



3. Keeping the yarn taut, draw the yarn through the stitch with the tip of the right-hand needle.



4. Slip the original stitch off the left-hand needle, leaving the new stitch on the right-hand needle.

You have knit one stitch. Repeat Steps 1-4 as many times as needed.

### **Working the Center Panel**

Row 1 (WS): k3, p to last three sts, k3

Row 2 (RS): knit across

Repeat Rows 1 and 2 ten times total.

### **Reading Directions and Starting to Purl**

Patterns will usually identify the right and wrong side rows to help you to find your way in the pattern. In this section of the pattern, the wrong side rows are the odd rows and the right side rows are the even rows.

In Row 1, you'll begin working knit and purl stitches on the same row. The most important thing to remember here is to move the working yarn to the front of your piece before beginning to make a purl stitch and to move it to the back of your work before beginning to make a knit stitch.



# Diamond Lace Headband



*Pull your hair back with this elegant headband in a diamond lace pattern. Tapered ends help create a more comfortable fit in this quick to knit project.*

## **Skills Needed**

Knit, purl, left and right leaning decreases, yarn overs, double decrease, cast on and bind off

## **Finished Measurements**

Approximately 2½"/6.5 cm at widest point and 22"/56 cm in circumference

## **Materials**

Malabrigo Yarn Rios (100 g, 210 yd, 100% Merino superwash), 1 skein, color 133 Reflecting Pool *or* 50 yd/46 m of another worsted weight yarn

US Size 7 [4.5 mm] 9" [23 cm] straight needles *or* size to obtain correct gauge

Tapestry needle

Stitch markers (optional)

## **Gauge**

One repeat of Chart B or Rows 1-8 of the body of the headband is 2½"/6.5 cm wide and 1¼"/3 cm tall.

Check your gauge as it will affect the overall length and width of the final headband.

## **Pattern Notes**

For best fit, measure the circumference of the recipient's head where the headband will be worn. The overall circumference of the headband can be increased or decreased by 1¼"/3 cm increments by adding or subtracting repeats of Chart B. To change the size by smaller increments, work additional repeats of Rows 17 and 18 in Chart C until the desired fit is achieved.

## Setting Up

Cast on 7 sts.

## Working the Tapered Beginning of the Headband

Work Rows 1-18 of Chart A once or follow the directions below:

Rows 1, 3, 5, 7 (RS): (p1, k1) three times, p.

Row 2, 4, 6, 8 (WS): (p1, k2) twice, p1.

Row 9: p1, k1, p1, yo, k1, yo, p1, k1, p1.

*(You have 9 sts)*

Row 10: p1, k2, p3, k2, p1.

Row 11: p1, k1, p1, k3, p1, k1, p1.

Row 12: p1, k2, p3, k2, p1.

Row 13: (p1, k1) twice, yo, k1, yo, (k1, p1) twice. *(You have 11 sts)*

Row 14: p1, k2, p5, k2, p1.

Row 15: p1, k1, p1, k5, p1, k1, p1.

Row 16: p1, k2, p5, k2, p1.

Row 17: p1, k1, p1, k2, yo, k1, yo, k2, p1, k1, p1. *(You have 13 sts)*

Row 18: p1, k2, p7, k2, p1.

## Stitch Glossary

**k:** knit

**k2tog:** knit 2 together

**p:** purl

**RS:** right side

**sk2p:** slip one stitch to the right hand needle knitwise, knit the next two stitches together, pass the slipped stitch over the most recently worked stitch

**ssk:** slip the next two stitches one by one knitwise, return the stitches to the left needle and knit them together through the back loop

**st(s):** stitch(es)

**WS:** wrong side

**yo:** yarn over

## Working the Body of the Headband

Work Rows 1-8 of Chart B 13 times or follow the written directions below:

Row 1 (RS): p1, k1, p1, k2tog, k1, (yo, k1) twice, ssk, p1, k1, p1.

Rows 2, 4, 6, 8 (WS): p1, k2, p7, k2, p1.

Row 3: p1, k1, p1, k2tog, yo, k3, yo, ssk, p1, k1, p1.

Row 5: (p1, k1) twice, yo, ssk, k1, k2tog, yo, (k1, p1) twice.

Row 7: p1, k1, p1, k2, yo, sk2p, yo, k2, p1, k1, p1.

Repeat Rows 1-8 twelve more times for a total of 13 repeats.

## Working the Tapered End of the Headband

Work Rows 1-18 of Chart C once or follow the directions below:

Row 1 (RS): p1, k1, p1, k2tog, (k1, yo) twice, k1, ssk, p1, k1, p1.

Row 2 (WS): p1, k2, p7, k2, p1.

Row 3: p1, k1, p1, k2tog, k3, ssk, p1, k1, p1. *(You have 11 sts)*

Row 4: p1, k2, p5, k2, p1.

There are three additional pages to the pattern, including charts.





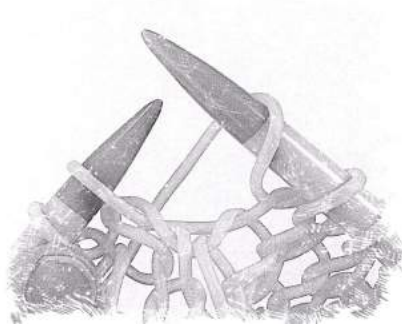
# Diamond Lace Headband Class Handout

## What is Lace Knitting?

In lace knitting, a series of holes made with yarn overs are arranged decoratively across the project. Because each yarn over adds a stitch to the row, the yarn overs are paired with decreases that add additional movement to the pattern and balance out the stitch count.

## Yarn Overs (yo)

The yarn over is the most commonly used increase in lace knitting. It is usually paired with one of the decreases shown below.

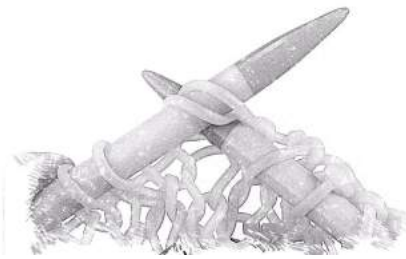


Bring the yarn to the front of the work between the two needles if needed (If the last stitch was a purl stitch, the yarn will already be in the front). Wrap the yarn over the top of the right-hand needle and work the next stitch listed. On the next row, work this loop as if it were a normal stitch. A small hole will be left in the work where the yarn over was created and you have increased one stitch.

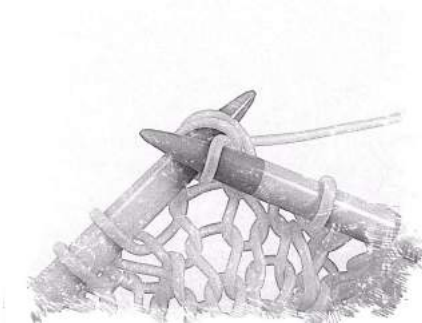
## Three Types of Decreases

Each yarn over in a pattern will usually have a corresponding decrease, unless the yarn over is meant to add width to the project. A decrease can lean to the left, lean to the right, or be centered. It can decrease one, two, or more stitches. Because the direction and type of decrease changes the way the yarn appears to travel across the garment, it's important to use the specified decrease.

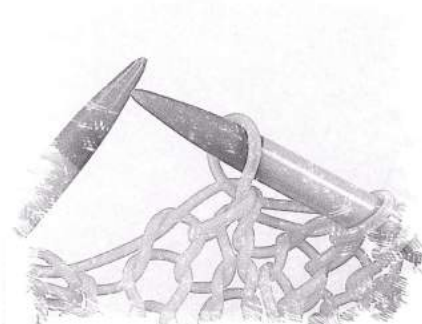
## Right-Leaning Single Decrease - Knit Two Together (k2tog)



1. Make sure the working yarn (the yarn connected to the ball) is at the back of the work. Insert the right-hand needle into the next two stitches on the left-hand needle as if to knit.

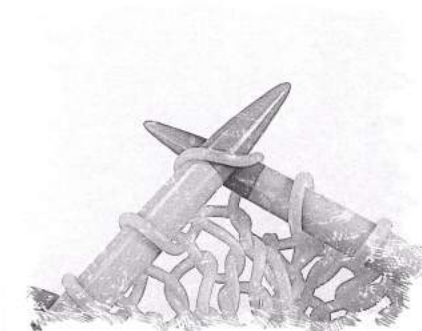


2. Wrap the yarn around the right-hand needle as when forming the knit stitch and pull it through.

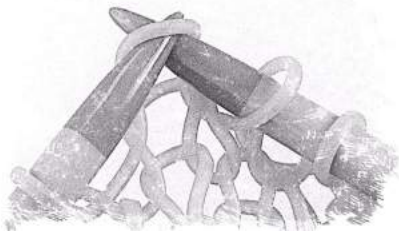


3. Drop both stitches off the left-hand needle. You have decreased one stitch.

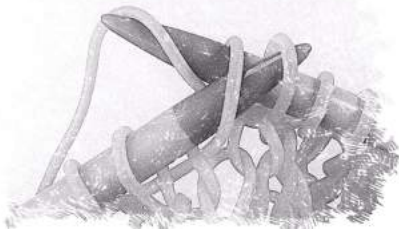
## Left-Leaning Single Decrease - Slip, Slip, Knit (ssk)



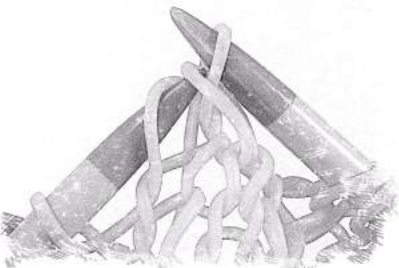
1. Make sure the working yarn (the yarn connected to the ball) is at the back of the work. Insert the right-hand needle into the next stitch on the left-hand needle as if beginning the knit stitch but instead slip it onto the right-hand needle without knitting it.



2. Do the same again for the next stitch so that there are two slipped stitches on the right-hand needle.

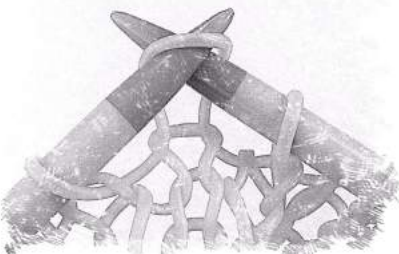


3. Insert the left-hand needle into both the stitches, going from left to right and in front of the right-hand needle. Wrap the working yarn around the right-hand needle as if to knit.



4. Pull the loop through the two stitches and remove the left-hand needle. You have decreased one stitch.

### **Left-Leaning Double Decrease - Slip 1, Knit 2, Pass Slipped Stitch Over (sk2p)**



1. Make sure the working yarn (the yarn connected to the ball) is at the back of the work. Insert the right-hand needle into the next stitch on the left-hand needle as if beginning the knit stitch but instead slip it onto the right-hand needle without knitting it.

**There are three additional pages to the student handout.**



# Diamond Lace Headband Teacher Notes

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## **By the end of this class students will be able to...**

- Work a yarn over increase.
- Work left and right leaning single decreases and left leaning double decreases.
- Read a simple lace chart.
- Interpret "No stitch" symbols.

## **Promotional Information**

**Description:** This class is for students who feel confident with making knit and purl stitches and want to learn how to apply simple increases and decreases to make lace patterns in their knitting. While making a simple patterned headband, we'll learn how to do several types of decreases and learn how yarn overs make a lacy pattern in your work. We'll also learn how to read simple charted lace directions.

**Skills needed:** Students should be able to knit, purl, cast on, and bind off.

**Time needed:** 2 hours (can be extended to 3 hours if more time is desired for working on the project).

**Student materials list:**

Size 7 (4.5mm) knitting needles

Smooth, light or medium colored worsted weight wool yarn (suggested yarn: Malabrigo Rios)

Row counter

Small scissors

Ruler or tape measure

Tapestry needle

**Preparing for the Class**

**Teacher materials needed to teach the class:** You will need your own set of materials as given on the student list, a pattern for each student, a class handout for each student, a finished lace headband sample, and several lace patterned samples (these can be finished objects or swatches).

**What to prepare before the first class:** Complete and block one headband as a sample. Prepare a swatch of about 15 stitches by working in stockinette for a few rows, ending on a wrong side row (can also be made during class as students make their swatch).

**Teaching the Class**

This class consists of the following seven parts which are described in detail on the following pages:

1. Introductions (5-10 minutes)
2. What is Lace Knitting (10 minutes)
3. Working Yarn Overs (10 minutes)
4. Working Three Types of Decreases (25 minutes)
5. Reading a Chart (15 minutes)
6. Begin Work on Headband (45 minutes, or up to 105 minutes for a three hour class)
7. Closing (5 minutes)

**Introductions (5-10 minutes):**

Welcome students to class and point out where restrooms, refreshments, etc. are located within the space. Introduce yourself and your knitting and/or teaching background. Ask students to introduce themselves and tell any background they have in knitting or crochet.

Explain the pattern and handout. Let students know that they will first be using the handout to practice some lace stitches and can use it for later reference. Explain that the pattern will be used in the second half of the class.

### **What is Lace Knitting (10 minutes):**

Use the definition of lace knitting on page 1 of the class handout to explain lace knitting. Show several samples of lace patterning on finished objects or swatched samples. Depending on student interest, you can go into more detail, discussing the pattern of yarn overs and decreases in the samples or discussing simple to complex lace patterns. Use student interest and your own area of expertise to guide your discussion.

### **Working Yarn Overs (10 minutes):**

Students will begin by practicing the basic stitches on a swatch. These stitches will not form a pattern, and the swatch can be pulled out and the yarn reused for the project if needed. As you teach each stitch, note the abbreviation for the stitch.

Ask students to cast on about 15 stitches and work a couple of rows of stockinette, ending with a wrong side row. After making a swatch with the students or using a prepared swatch, knit three stitches and then demonstrate making a yarn over and following it with another knit stitch. Have students practice the same movement across the swatch, knitting three stitches then making a yarn over, ending with a knit 3. Make sure students are wrapping the yarn in the correct direction. Some students may find it useful to put the tip of the right index finger on the yarn over as they insert the right needle for the next stitch to keep it in place. At the end of the row, ask students to count their stitches and note that if they have followed the k3, yo pattern, they should have 19 stitches on their needle; emphasize the idea here that a yarn over creates an additional stitch.

Ask students to purl back across this row of knitting, treating each yarn over as any other stitch. If the yarn over has been worked correctly, there should be four holes in the knitting when the purl row has been completed. If students seem comfortable with the concept of a yarn over, go on to the next section. If not, have them work another row in the same pattern.

### **Working Three Types of Decreases (25 minutes):**

Remind students that when the students made yarn overs in the last section, it added stitches to the work and made it wider. Explain that in knitting lace, although yarn overs are sometimes used to add width, we often want to create holes without adding any width. To do that, we need to add a decrease for each yarn over we create. Decreases can lean to the right, to the left, or be centered. Referring back to the swatches or samples, point out examples of how the direction a decrease leans leaves a pattern in the lace, so it's important to use the suggested stitch. As you teach each stitch, be sure to note its abbreviation.

Begin by demonstrating the knit two together or right-leaning decrease using page 2 of the class handout. With the students, knit three stitches, then knit two together. Work this pattern across the row, ending with some knit stitches. Purl back across the swatch. Next have students practice combining the knit two together and the yarn over on their swatch. Ask students to knit 3, knit two together, and yarn over, repeating this pattern until a few stitches remain and then ending with some knit stitches. Ask students to count their