

"Lucy was lovely, but never on time— she'd race out the door at a quarter past nine."

At a Glance

Grade Band: K–5 (adaptable)

Time Needed: 25–35 minutes

Subject Areas: ELA, SEL, Character Education

Materials: *Good Tidings* by Kikipd, printable activity sheet, chart paper or whiteboard

Learning Goals

- Identify cause and effect in a narrative poem
- Reflect on personal responsibility and routines
- Practice inference and prediction skills
- Build rhyme and rhythm awareness

Standards Connection

CCSS.RL.K-5.2 — Recount details and central message of a story/poem

CCSS.RL.K-5.3 — Describe characters and how their actions affect events

CCSS.SL.K-5.1 — Participate in collaborative discussions

CASEL Self-Management — Responsibility, organization, and routines

Lesson Flow

1. Warm-Up — Beat the Clock 3 MIN

Ask: "Has a morning ever felt like a race against the clock?" Let a few students share in one sentence. Draw a simple clock on the board and have students guess what time "always late" might mean for them.

2. Read Aloud 5 MIN

Read "Always Late Lucy" aloud, encouraging students to notice the rhyme pattern and predict rhyming words before you say them.

3. Think & Discuss 8 MIN

Use the discussion questions on the companion activity sheet (Why was Lucy late? How did she feel? What could she try tomorrow?). Chart student responses in two columns: "What Went Wrong" and "What Could Help."

4. Creative Response 10 MIN

Students complete the "Draw the Story" prompt or the Bonus Challenge, writing their own silly rhyme about being late — mirroring Lucy's playful excuses ("the alarm clock ran away!").

5. Close & Connect 5 MIN

Revisit the "My On-Time Checklist" together. Invite volunteers to share one step they'll try tomorrow morning.

Cross-Curricular Extensions

🕒 Math

Practice telling time using the clock illustration. Ask students to set a play clock to "a quarter past nine" and calculate how many minutes Lucy has to get ready before the bell.

✍️ Writing

Have students write a "morning routine" narrative, or a new silly excuse for Lucy in verse, following the poem's AABB or rhyme pattern.

🎭 Drama

Act out Lucy's rush out the door in a short skit, then replay it with her "on-time" version using the checklist.

Differentiation Tips

- **Younger readers (K-1):** Focus on the clock visual and repeat-after-me rhyme lines; skip independent writing and draw instead.
- **On-level readers (2-3):** Use the full discussion questions and complete the On-Time Checklist independently.
- **Advanced readers (4-5):** Challenge students to write an additional stanza in Lucy's voice, or compare her to another "always" character they invent (Always Early Ellis? Always Curious Cole?).

Home Connection

Send the On-Time Checklist home as a family challenge. Invite students to check off steps they tried and report back which one helped most — a simple, low-pressure way to build routines together without turning mornings into a battle.

Why Kids (and Teachers) Love This Poem

"Always Late Lucy" turns a universal classroom moment — the late arrival, the mismatched shoe, the wild excuse — into something kids recognize and laugh at instead of dread. It opens the door to real conversations about responsibility without ever feeling like a lecture, which is exactly the spirit behind every poem in *Good Tidings*: stories that make reading feel like fun, and life lessons that sneak in through the giggles.

Want more poems like this one? "Always Late Lucy" is just one story inside *Good Tidings* — a full collection built for classrooms and cozy nights alike.

Get the full book at goodtidingsbooks.com