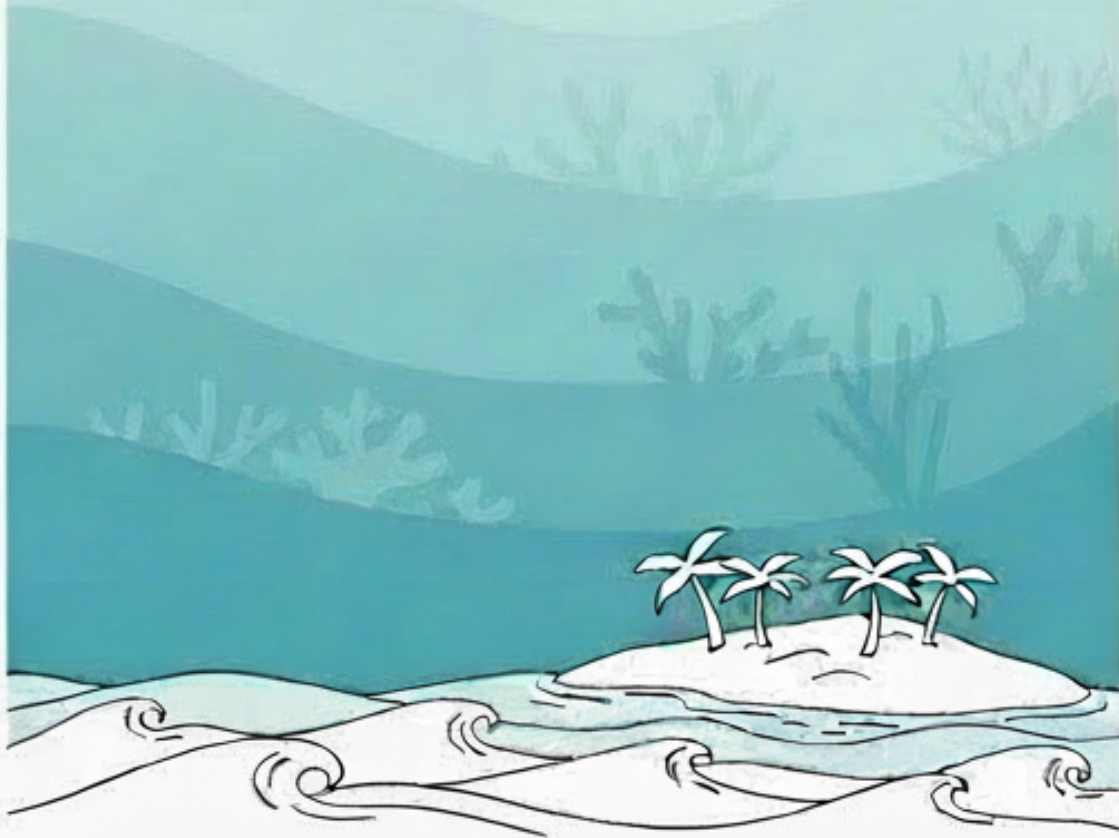


Lucy Morgan Adventure Stories

A Primary Teacher's Guide



by Gloria Barnett



Teachers' Resources

Booklet 1: Literacy

A busy teacher's Booklet of Worksheets :

Use with pupils age 8 and above after reading ...



'Eye of the Turtle'- a Lucy Morgan Adventure Story -

by Gloria Barnett

ISBN: 978-1838064303

On sale from the shop on www.barnettauthor.co.uk

LITERACY

'Eye of the Turtle' Worksheet 1. Comprehension One

Worksheet to be used after reading 'Eye of the Turtle' Chapter 1.

Read the extract below - and answer the questions.

"The window rattled and she turned to watch the wind battering rain against the glass.

'There's nothing special for us here, Lucy. It's cold and damp. Look down. There's hardly a tree in sight. This isn't leafy green London, full of royal parks and palaces. We're living on the twelfth floor of a concrete block. We're breathing in fumes from the motorway. This isn't the life I want for us.'

Mum looked away from the window, sat up straight and pulled her shoulders back. 'We need to make BIG decision.'

She sprang to her feet. Her tall, thin body paced up and down like a captive tiger in a cage. Was she nervous or excited?

'We should get away from here. I'll find a better job. We'll improve our lives!' She pushed her long blonde hair away from her face and smiled.

Somehow, I didn't expect to see Mum smile so soon after her shattering news. Words came tumbling uncontrollably out of her mouth. I only caught a few phrases. Great opportunity! Live somewhere warm! Move away!

Move away? Where to? I've lived in London for every second of my eleven years. I know nothing about anywhere else! My fingers twisted in my long hair. I watched her closely as she calmed down, but I couldn't tell what was on her mind."

'Eye of the Turtle' Worksheet 1.

Comprehension ONE Questions

Worksheet to be used after reading 'Eye of the Turtle' Chapter 1.

1. *Mum 'turned to watch the wind battering rain against the glass.' Does this phrase make you feel warm or make you want to shiver?*
2. *'a)...wind battering rain' or b) 'wind blowing the rain.' Which phrase is the most dramatic?*
3. *How did Mum describe the weather in London?*
4. *When Mum said they 'didn't live in the 'leafy green parks of London' - what did she mean was missing?*
5. *Did Lucy live in a house with a garden, or in a flat in a tower block?*
6. *How did Mum describe the air that they breathed in London?*
7. *What animal does the author compare Mum to as she paced up and down?*
8. *Why was Lucy surprised to see her Mum smile?*
9. *How many years had Lucy lived in London?*
10. *'My fingers twisted in my long hair.' What feelings do you think Lucy was experiencing?*

‘Eye of the Turtle’ Worksheet 1.

Comprehension ONE

Answers

1. *Shiver*
2. *Battering*
3. *Cold and damp*
4. *Trees*
5. *A flat in a tower block*
6. *Fumes from the motorway*
7. *Tiger*
8. *Mum had just lost her job and was upset.*
9. *All of her 11 years*
10. *Nervousness.*

'Eye of the Turtle' Worksheet 2

Comprehension TWO

Read the extract below:

'It's here!' Mum squealed, staring at her iPad.

'What's here?' I asked, although I had a fair idea. It was nearly a week since our library trip, and she'd been checking her emails about once a minute ever since.

'It's the answer I've been hoping for!' she explained. It's a job! I've been offered a new job!'

I'd never seen her smile so widely. 'Great.' I mirrored her smile. This was obviously good news. Mum needed a job.

'It's amazing!' She said, I've been offered a job in a new Community Library and I'll be helping the staff to run the English Language classes.'

You'll love that,' I said, 'helping people is what you're good at and there's lots of people in London who don't speak very good English.'

'Well, yes.' She hesitated and looked away from me, but it's not quite as simple as a job just around the corner, Lucy. It's ... not in London.'

'Where is it then?'

'Well, the job is on Pontus Island,' she said quietly.

'Where on earth is that? I've never heard of it.'

'It's in the Caribbean,' she explained.

'The Caribbean?' I could hear my voice echoing loudly around the quiet room. 'That's the other side of the world isn't it?' My thoughts were spinning around trying to make sense of what was happening. 'But ...we'll be leaving everything we know ... to move to a strange country!'

'I know,' she said, smiling, 'isn't it exciting? We can start again. A new beginning.'

My brain was in overload. My palms went clammy and I began to shake with panic. I'd be leaving my school, my friends ... and our neighbours, Maggie and Stan ... they were like the grandparents I didn't have. I'd be leaving London to travel thousands of miles away ... and I'd never see them or my friends ever again.'

'Eye of the Turtle' Worksheet 2

Comprehension Questions

Questions

- 1. Give an example of 'exaggeration' from the extract above.*
- 2. How did Lucy mirror her Mum's smile?*
- 3. Why was Mum hesitant to tell Lucy where the job was?*
- 4. How did Mum show she was nervous about telling Lucy where the job was?*
- 5. Why were Lucy's thoughts 'spinning'?*
- 6. Why did Lucy's voice get louder?*
- 7. Was Lucy as excited as her Mum was about the move?*
- 8. Which phrase was used to show that Lucy's thoughts were in a turmoil ?*
- 9. What happened to Lucy's hands when they were 'clammy'.*
- 10. Which people was Lucy going to miss if she moved away?*

‘Eye of the Turtle’ Worksheet 2.

Comprehension

Worksheet to be used after reading ‘Eye of the Turtle’ Chapter 1.

Answers

- 1. ‘she’d been checking her emails about once a minute every since.’**
- 2. Lucy copied her Mum, by smiling back**
- 3. She knew Lucy would probably not want to move**
- 4. Mum looked away, and her voice went quiet**
- 5. She didn’t even know where Pontus was, and she could not imagine it**
- 6. Lucy didn’t want the accept they were going to move**
- 7. Absolutely, NOT!**
- 8. Lucy’s brain was in overload**
- 9. Lucy’s hands were wet and sticky**
- 10. Lucy would miss her school friends, and her neighbours Maggie and Stan**

Comprehension Exercise THREE

'Eye of the Turtle' Worksheet 3.

Read the extract below:

"We turned away from the road. Our steps quickened. As I looked ahead, warm air rushed into my open mouth.

'WOW!'

I'd never been on a beach before, not in my whole life... ever! It was beautiful! Bleached white sand stretched out ahead dotted with tall coconut palm trees. The droopy green fronds of the trees created ever-changing shady spots on the sand. The breeze made the leaves dance. The white sand merged with wavelets of gentle, white-topped surf at the edge of the blue waters of the bay.

As my hair blew in the gentle breeze, I swept it behind my ears, keeping my eyes clear to absorb the scene.

'What a view!' My voice was a whisper.

As I walked, my feet sank into the soft warm sand. I took off my shoes and socks. Looking down I saw my toes disappear, but the sand was dry and quickly released my feet as I moved forward.

The beach was quiet and peaceful. A few people sat on sunbeds, under the shade of green umbrellas. Further along customers were sitting at sunny tables outside a building with signs saying, 'Drifters Restaurant and Bar.'

Comprehension Exercise THREE

'Eye of the Turtle' Worksheet 3.

Questions - Worksheet 3

1. *What was the temperature of the air?*
2. *What sort of trees were on the beach?*
3. *What is a 'shady' spot?*
4. *How does the word 'droopy' describe the way the leaves were facing?*
5. *Is the 'surf' on the sand or on the top of the seawater?*
6. *What colour is 'bleached' sand?*
7. *When she first saw the beach, why did Lucy's voice turn to a whisper?*
8. *How did Lucy stop her hair from blowing in the wind?*
9. *Why did Lucy's feet not get stuck in the sand?*
10. *What could you buy at 'Drifters'?*

Comprehension Exercise THREE

'Eye of the Turtle' Worksheet 3.

Answers

1. *Warm*
2. *Coconut palm trees*
3. *Shady is out of the direct sunlight*
4. *Droopy means the leaves are facing downwards*
5. *Surf is found on the top of the water, as it gets closer to the edge of the sand.*
6. *White (bleached by the sun)*
7. *Lucy thought the sight of the beach was beautiful.*
8. *She tucked her hair behind her ears.*
9. *The sand was dry - not wet and sticky.*
10. *Food and drink*



Teachers' Resource

BOOKLET 2: Environment

A busy teachers booklet of Worksheets

Use with pupils 8 and above after reading:



**‘Eye of the Turtle’- a Lucy Morgan
Adventure Story
by Gloria Barnett**

ISBN: 978-1838064303

On sale from the shop www.barnettauthor.co.uk

ENVIRONMENTAL WORK

Plastic in the Oceans

Worksheet to be used after reading 'Eye of the Turtle'

'Eye of the Turtle' Worksheet 1.

Plastic in the Ocean

Match Up the Words and their Meanings

Word	Meaning
Pollution	A community of living things and their environment
Plastic	Animals and plants that live in the ocean
Microplastic	Harmful materials added to the environment
Marine life	When animals get caught in plastic (like nets or bags)
Ecosystem	A man-made material that is strong, light, and doesn't break down easily
Non-biodegradable	How trash is collected and handled
Entanglement	When animals eat plastic by mistake
Ingestion	Something that does not break down naturally
Waste management	Tiny pieces of plastic from larger plastics breaking apart

Answers:

Word	Meaning
Pollution	Harmful materials added to the environment
Plastic	A man-made material that is strong, light, and doesn't break down easily
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Waste management	How trash is collected and handled

ENVIRONMENTAL WORK

Worksheet to be used after reading ‘Eye of the Turtle’

‘Eye of the Turtle’ Worksheet 2. The Problem with Plastic

One person to read the FACT .. then each pupil writes in their own words answers to the questions

Fact 1. Over **8 million tons of plastic** end up in the ocean every year.

Question: How does the plastic get into the ocean?

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Fact 2. **Animals can eat plastic or get entangled** in it.

Question: Can you name an animal which gets entangled in the plastic?

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Fact 3. **Plastic never fully goes away — it becomes microplastics.**

Question: What is the size of particals of microplastics? Can you see them?

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Fact 4. Humans can be affected when eating fish that have swallowed plastic.

Question: What harm can humans come to if they eat microplastics?

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Fact 5. Cleaning it up is very hard, especially in deep water.

Research: - young man from the Netherlands - Boyan Slat has now formed a company to remove plastics from the oceans. The company is called 'Ocean Clean-Up'. Look it up! What have you found out?

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ENVIRONMENTAL WORK

Worksheet to be used after reading 'Eye of the Turtle'

'Eye of the Turtle' Worksheet 3. Cause and Effect

Cause	Effect
1. Plastic bags float in the ocean	Sea turtles eat them thinking they are jellyfish
2. Fishing nets are thrown away	Whales or seals can get tangled and injured
3. Plastic breaks into microplastics	Fish eat them, and then humans may eat the fish

Write a sentence or a story about one of the 'cause and effects' of plastic in the ocean.

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A PRIMARY TEACHERS' GUIDE to

The LUCY MORGAN ADVENTURE STORIES



The Lucy Morgan Adventure Stories (Books 1–3)

Three Ocean Adventures About Courage, Friendship, and Growing Braver

Lucy Morgan never meant to become an adventurer.

When she moves from London to a small Caribbean island, the ocean feels overwhelming—vast, unpredictable, and frightening. But as Lucy begins exploring the world beneath the waves with new friends **Jack** and **Solomon**, fear slowly gives way to curiosity, responsibility, and courage.

Across three unforgettable adventures, Lucy’s journey unfolds:

1. **Eye of the Turtle** — Discovering courage beneath the waves
2. **The Secrets of the Shallows** — Standing up when silence feels safer
3. **The Hidden Cave** — Finding your voice and accepting responsibility

Set in coral reefs, shallow seas, and hidden coastal landscapes, these stories follow children navigating real danger, difficult choices, and the impact humans have on the natural world.

Written by **real-life ocean explorer and educator Gloria Barnett** (*the WeirdFish Lady*), the Lucy Morgan Adventure Stories combine authentic marine detail with fast-paced, character-driven storytelling. International Award winning books.

Perfect for readers aged **8–13+**, independent reading, and classrooms.

**Three adventures. One courageous journey.
Dive into the Lucy Morgan Adventure Stories.**

Go to: <https://barnettauthor.co.uk> for more information

The LUCY MORGAN ADVENTURE STORIES

Teacher & Librarian Resource Pack

Books 1–3
by Gloria Barnett

Series Overview

The *Lucy Morgan Adventure Stories* follow a young girl's journey from fear to leadership through ocean-based adventures set on a Caribbean island. Across the series, Lucy develops confidence, moral awareness, and a growing sense of responsibility as she encounters environmental challenges, community conflict, and the consequences of her own choices.

The stories are fiction-first and character-led, offering opportunities for discussion around courage, friendship, responsibility, and human impact on the natural world.

Books in the Series

1. Eye of the Turtle — Facing fear and finding courage
2. The Secrets of the Shallows — Standing up when humans harm ocean habitats
3. The Hidden Cave — Leadership and responsibility

Recommended Age Range

8–13+ years

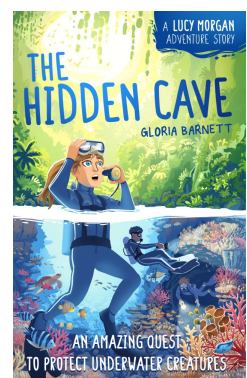
Reading Levels: Independent and guided reading, suitable for classroom discussion.

Curriculum

UK

- English: Reading; comprehension; character development; discussion
- PSHE: Responsibility; voice; empathy; decision-making
- Geography: Islands; coastal environments; human impact
- Science: Habitats; ecosystems; environmental change

This resource pack supports independent reading, guided reading, book-club discussion, and cross-curricular learning.



BOOK-BY-BOOK GUIDE

SERIES THEMES

- Facing fear and building confidence
- Friendship and teamwork
- Moral decision-making
- Human impact on environments
- Leadership, responsibility, and consequence
- Listening, empathy, and repair

BOOK 1 — Eye of the Turtle

Focus Themes

- Fear and courage
- New environments
- Friendship
- Respect for wildlife

Discussion Questions

1. Why is Lucy afraid of the ocean at the beginning of the story?
2. How do Lucy's feelings change as she spends more time in the water?
3. What role do Jack and Solomon play in Lucy's growth?
4. Why is helping the sea turtle an important moment for Lucy?

Classroom Activities

- Write about a time you were afraid of something unfamiliar.
- Create a diagram of a coral reef and label the animals Lucy encounters.
- Discuss why it is important to observe wildlife carefully rather than interfere.

BOOK 2 — The Secrets of the Shallows

Focus Themes

- Human impact on habitats
- Justice and responsibility
- Speaking up
- Teamwork

Discussion Questions

1. What changes do Lucy and her friends notice in the ocean?
2. How do the children react when they realise humans are damaging ocean habitats?
3. Why is it difficult for Lucy to speak up to adults?
4. Is it ever easier to stay silent than to do the right thing?

Classroom Activities

- Debate: When should children speak up about problems they see?
- Research how human activities can affect ocean habitats.
- Write a diary entry from Lucy's point of view during a difficult moment.

BOOK 3 — The Hidden Cave

Focus Themes

- Leadership
- Responsibility
- Decision-making
- Consequences

Discussion Questions

1. How does Lucy's role change in this story?
2. What makes leadership difficult for Lucy?
3. How do Lucy's choices affect others?
4. What does the story suggest about silence versus action?

Classroom Activities

- Create a list of qualities that make a good leader.
- Discuss how responsibility changes as people grow older.
- Map the settings of the story and identify where key decisions occur.

Pupil Handout for Classroom Reading

Big Ideas in the Series

- Courage grows through experience
- Human actions affect the natural world
- Leadership involves responsibility
- Speaking up can be difficult but important

Discussion Questions

- How does Lucy change from Book 1 to Book 3?
- Why is it sometimes difficult to speak up about problems?
- What responsibilities come with leadership?
- How do Lucy's choices affect other people and the environment?

Short Activities

- **Think–Write:** Describe a moment when Lucy must make a difficult choice.
- **Discuss:** Is doing the right thing always simple? Why or why not?
- **Create:** Draw or map one important setting and explain why it matters.
-

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Pupil Handout for Classroom Reading

Big Ideas in the Series

- Courage grows through experience
- Human actions affect the natural world
- Leadership involves responsibility
- Speaking up can be difficult but important

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- **Discuss:** Is doing the right thing always simple? Why or why not?
- **Create:** Draw or map one important setting and explain why it matters. Pupils

Self-Assessment Checklist

Reading & Comprehension

- Identify key events and explain how they influence character development
- Describe how setting contributes to mood, tension, and theme
- Summarise Lucy's journey across the three books

Critical Thinking & Discussion

- Explain different viewpoints within a conflict
- Give reasons for agreeing or disagreeing with a character's choices
- Recognise that some problems do not have simple solutions

Personal & Social Learning

- Reflect on courage, responsibility, and leadership
- Demonstrate understanding of empathy and teamwork
- Discuss how individuals can affect their communities and environments

Writing & Communication

- Write from a character's perspective using evidence from the text
- Express opinions clearly in discussion or short written responses
- Use examples from the story to support ideas

Personal Reflection

One part of the story that made me think:

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Something I learned about responsibility or speaking up:

.....
.....

Teacher Observation Prompts

Lucy Morgan Adventure Stories (Books 1–3)

Reading & Comprehension

While pupils are reading or discussing, note whether they:

- Retell key events with clarity and sequence
- Refer to specific moments or details from the text
- Recognise changes in Lucy's thoughts or behaviour
- Make connections between setting and events

Discussion & Listening

During partner or group discussion, observe whether pupils:

- Contribute relevant ideas to discussions
- Build on or respond to others' comments
- Respect different viewpoints
- Use evidence from the story when explaining opinions

Understanding of Themes

As pupils reflect on the story, note whether they:

- Identify examples of courage or fear
- Recognise human impact on the environment in the narrative
- Understand the idea of responsibility and leadership
- Show awareness that choices can have consequences

Writing & Expression

When reviewing written work, observe whether pupils:

- Write from a character's perspective with understanding
- Use examples from the text to support ideas
- Explain reasons for a character's actions
- Organise ideas clearly and logically

Personal & Social Development

Across activities, consider whether pupils:

- Reflect thoughtfully on right and wrong
- Show empathy for characters' experiences
- Demonstrate growing confidence in sharing ideas
- Listen carefully and respond appropriately

Optional Notes Section

Use this space for brief observations or next-step planning.

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Teacher Note:

These prompts are designed for observation and reflection, not grading. They support inclusive discussion and encourage a range of responses.

School and Library Catalogue Information

Lucy Morgan Adventure Stories

Eye of the Turtle

by Gloria Barnett

When eleven-year-old Lucy Morgan moves from London to a small Caribbean island, she struggles to adjust to life surrounded by the sea. Afraid of the ocean and unsure where she belongs, Lucy gradually forms friendships that lead her beneath the waves. As she explores coral reefs and encounters marine wildlife, Lucy learns to face fear, develop confidence, and understand the importance of protecting fragile environments.

Recommended Age Range:

8–11 years

Themes:

Fear and courage; friendship; marine life; environmental awareness

Curriculum Links:

Personal, Social and Health Education (PSHE); Geography; Science (living things and habitats)

The Secrets of the Shallows

by Gloria Barnett

Now settled on Pontus Island, Lucy Morgan feels at home in the ocean. However, changes to the coral reef raise concerns that cannot be ignored. As Lucy and her friends investigate what is happening beneath the surface, they face difficult decisions about speaking up when adults are unwilling to listen. The story explores ethical responsibility, teamwork, and the challenges of standing up for what is right.

Recommended Age Range:

9–12 years

Themes:

Justice; responsibility; teamwork; environmental stewardship

Curriculum Links:

Citizenship; PSHE; Geography; Science (ecosystems)

The Hidden Cave

by Gloria Barnett

While exploring the coastline of Pontus Island, Lucy Morgan and her friends discover a hidden underwater environment that presents new dangers and unanswered questions. As threats to marine life increase, Lucy is placed in a leadership role that requires confidence, judgement, and clear communication. This story focuses on responsibility, decision-making, and the consequences of action and silence.

Recommended Age Range:

9–13 years

Themes:

Leadership; responsibility; friendship under pressure; conservation

Curriculum Links:

Citizenship; PSHE; Geography; Science (environmental change)

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Series Overview:

The Lucy Morgan Adventure Stories follow a young girl’s journey from fear to leadership through ocean-based adventures set on a Caribbean island. Combining realistic environmental detail with character-driven storytelling, the series supports discussion of courage, responsibility, and human impact on the natural world.

- Fiction-first summaries (non-didactic)
- Age-appropriate progression
- Supports classroom discussion without curriculum dependency
- Suitable for independent reading and guided reading

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This resource pack supports independent reading, guided reading, book-club discussion, and cross-curricular learning.

This Primary Teacher's Guide is **FREE to be downloaded from the author's website to all countries globally.**

BOOKS: List price £8.99 each (£26.97) from Amazon in print or ebook form or from all good booksellers globally.

A **SPECIAL OFFER for the UK only **from the website:** <https://barnettauthor.co.uk>**

**All three books for £22.00 + postage for one pack purchases
Bulk Prices for schools on demand - go to website " www.barnettauthor.co.uk/contact**

This offer is available in the UK only.

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Teaching about the Oceans - More Teachers' Resources are available from the website:- Read more from the Resources Page of the website at <https://barnettauthor.co.uk>

WHY Should We Teach Primary School Children About Oceans?

Oceans cover 70% of our planet and are essential to the survival of life on Earth ... yet their significance is rarely discussed with young children.

Do your pupils know what Oceans do for our Planet?

Oceans:

- Produce 80% of Earth's oxygen
- Absorb carbon dioxide (world's largest carbon sink)
- Generate fresh water through the water cycle
- Balance climate and weather patterns
- protect incredible marine life

Without oceans there would be no life on Earth !

By introducing ocean education early and continuing it gradually throughout primary school, we can help children understand the vital role oceans play in maintaining the planet's health.

I recommend incorporating ocean education into every year group, from Year One through to Year Six. This sounds a lot ... but realistically it is not long at all. I'm recommending that your school has a special fun 'Ocean Adventure' day (or just a half-day) once every term.

By the time your students complete primary school education they will have developed a deep understanding of the importance of oceans ... a knowledge increasingly crucial in the context of climate change.

They will become informed advocates, ready to participate in discussions and actions that promote the future of our planet, all by dedicating just one half-day or full day of "ocean learning" each term.

As an educator with years of experience in teaching and writing schemes of work for engaging science, I offer you a structured approach with the teaching materials provided. Each 'Year' pack contains materials for one half-day or one full day of activities every term. Packs contain powerpoints, narrated videos of underwater creatures and science information, literacy activities, key words and numerous information sheets and activity booklets. All of this is original work - in a scheme developed for each year group. You, the teacher, are in control

of this flexible scheme of work. You adjust the scheme as you think appropriate to the needs of your school and your pupils. All teaching materials are downloaded direct to your computer and your classroom!