

Legend of the Three Moons by Patricia Bernard

About the author

The author of picture books, skinny books, junior and adult novels, Patricia Bernard grew up in Melbourne and Rosebud, Victoria.

She left Australia when she was nineteen. During the next twenty years she sailed up the Nile, worked in Berlin during the closing of the Berlin wall, met Mohammed 15th of Morocco in the Sahara Desert, travelled in a sports car through Alaska in winter, fell in love with a Spanish matador, married in Jamaica, hitch-hiked with her one-year-old daughter around Japan and Korea just after the Korean War, became stranded on the Niagara Falls Bridge without a passport, visited Lhasa in Tibet, was among the first Australians to visit China in the seventies, and was the first NSW resident given a visa for Cuba.

She has travelled and sometimes worked in 111 countries: the USA, Scandinavia, Thailand, Belgium, Mexico, Guatemala, France, Zimbabwe, Botswana, Germany, Czech Republic, Easter Island, Vietnam and Laos, 1. She motor-biked alone around Cambodia within the sound of rebel gunfire, trekked across Reunion and Mauritius, backpacked around Madagascar, and driven around Mongolia. Next she is off to Uzbekistan and Turkmenistan, and she intends seeing all the countries she hasn't yet seen.

Patricia lives in Queens Park, Sydney in a miner's cottage. She has three daughters, one son, five grandchildren who she puts in her books, and two fluffy silky terrier watchdogs. She loves travel, science fiction, children and cinema.

Legend of the Three Moons

Five teenagers held captive in an ever-changing forest, trapped by their own memory loss, face the battle of their lives to overcome the evil of the High Enchanter, save their royal parents and reclaim their birthright.

Why do they only have some memories for one day?

What is the purpose of the Three Moons' Song?

Which of their magical gifts will allow the children to conquer the riddles of the imprisoned mermaid, the chained eagle, the crippled tree and the frozen dragon?

Adventure and danger abound as Lyla, Celeste, Lem, Chad and Swift face thieves, murderers, shape thieves, monsters and slave traders to save all that is precious to them.

Excerpt from Legend of the Three Moons

Chapter 1: The Three Moons' Song

Lighting flashed over Lem's head lighting up the clearing as bright as day. The leaves around the moon dial sparked and sizzled and the smell of burning filled the night air. Lem clung to the rocking moon dial.

Lyla stuck her head out of the cave and shouted over the rumble of thunder, "Come inside! It's dangerous!"

Lem shook his head and the grit-filled wind blew his long fair hair across his face, blinding him. It was just like Lyla to tell him what to do but he wasn't going to do it. This time he was going to do what he wanted to do. "I don't care! I want to see it properly this time!"

Sprinting across the clearing she tried to pry him loose but he twisted his legs around the dial's pedestal to stop her. Beside them a tree split in half and a whirlwind of sparks scorched her bare legs and burnt her fur leggings. Brushing the sparks away, she yelled into his stubborn face. "What difference does it make? You won't remember it tomorrow! None of us will!"

Lem knew she was right but he didn't care.

She tried to move him again but when he chose to be he could be as stubborn as the wild donkeys they'd chased around the meadow that morning. Not only that, but of late, for no reason Lyla could understand, Lem had started questioning her leadership. Which was stupid because she was the eldest but it still worried her. She tried one last time to move him but after as a vicious gust of wind blew ice into her face, she gave up and ran back to the cave. As she crawled under its ox hide curtain, Swift blocked her way.

"Why can't Chad and I go outside to see the eclipse?"

"Because the storm could kill you!" she snapped.

Swift was Lem and Lyla's younger brother. Or so they all thought because he looked so much like Lem and Lyla. In fact, apart from their different hair colouring, the three of them looked like peas in a spiral-pea pod. Everything Lyla or Lem did Swift tried to do. Although this wasn't always possible as he was small for his age, which, they'd guessed to be about twelve summers. But being the smallest didn't stop Swift. He climbed the highest trees, jumped off the highest cliffs or swam across the river three times just to prove he could do anything they could do. He was, joked Celeste, who cuddled her curly-haired cousin the most, completely and utterly unstoppable.

Blonde-headed Celeste was about fifteen summers old, the same as Lyla, but they looked nothing alike. Lem was about fourteen summers old and Chad, who looked so like Celeste that he had to be her brother, was about thirteen summers. But with only a twenty-four hour memory it was impossible for them to know for sure.

It was impossible to know lots of things when they forgot everything they'd done the day before. Such as - what if they went too far in the Forest and had to sleep away from their cave? Would they be able to find the way back if they'd forgotten where it was? Or if, after making friends with a meadow pony or long-haired lemur, would they, on waking, know why there was a pony and a lemur tied-up to the moon dial outside their cave. So they'd captured a pony and tried it and discovered on waking that they didn't know why it was there.

At first they hadn't realised they forgot things. On waking each morning they saw their books, furniture, clothes, weapons and the five small paintings of themselves as if seeing them all for the first time, and they marvelled at the books, furniture, clothes, weapons and how young they'd been when the portraits were painted. Each day on leaving their cave, they re-discovered the clearing, the moon dial, the river and the Forest. But when they fell asleep with the names of the places they'd explored on their lips, they forgot them and the next day when they discovered them again, they named them something else. It was only after Celeste discovered the diary amongst the stacks of books in the cave and decided to write in it every evening, that they realised they couldn't remember anything they'd done the day before.

Celeste's diary with its neatly recorded words and maps revealed something else equally as startling. It showed that what they saw one day wasn't always there the next. Such as the pool Lem discovered, that after following the directions in Celeste's diary had turned into a peach orchard. The following day the orchard was gone and there was a field of daisies. From then on they swam in the pools and picked the fruit on the day they discovered it case they never found them again.

Everything changes except our cave, the clearing, the moon dial, the river and the three moon eclipses. If our paintings hadn't had our names written under them, we wouldn't even known our names, wrote Celeste.

Her diary told them that the eclipses happened three times a year. That with each eclipse there came a horrific storm that battered and thrashed the trees, stripped the fields, caused the river to flood and the wolves that lived outside the Forest to howl like demented spirits. Eclipses were when the Forest animals shivered in their burrows and the children huddled together in their cave singing songs that Lem made up or listening to stories Celeste made up, while outside the lightening slashed at the sky, the thunder crashed and smashed overhead and enormous boulders fell from mountains that they hadn't remembered were there. But not tonight! Tonight Lem wanted to see the eclipse while sitting on the moon dial with a screeching storm throwing broken branches and hailstones at him.

Lyla pushed a bowl of water out into the clearing so they could watch the merging of the three moons from the safety of the cave. Mirrored on the bowl's surface the large golden-rimmed moon slipped behind the silver-circled moon and the silver-circled moon slid behind the smaller pink moon forming a large three-coloured disc that shone down on Lem turning him into a silver statue.

"Look!" gasped Celeste. "There's a blood mark on the pink moon. Bad things are going to happen!"

"Bad things are already happening!" shouted Swift as a large branch slapped against the ox skin curtain tearing a hole in it.

Swift peeked through the hole and saw a jagged line of lightening rip open the sky and light up Lem glimmering like a giant glow-worm. Then the moons slid apart and the storm was over.

Pushing aside the ox-hide curtain Lyla ran to her brother. "Lem! Say something! What did you see? What happened?"

Lem pushed his hail-covered hair out of his startled eyes. "The three moons spoke to me and then they sang me a moon song."

The Australian Curriculum - English Scope and Sequence

Two of the aims of The Australian Curriculum: English include:

- ⤴ learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- ⤴ develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Legend of the Three Moons is a story which teachers can use in their classrooms to assist students to meet these aims. Students can use their literacy skills to:

- ⤴ access knowledge,
- ⤴ make meaning,
- ⤴ express thoughts,
- ⤴ emotions and ideas,
- ⤴ interact with others and
- ⤴ participate in a range of communication activities.

Literary texts that support and extend students in Years 5 and 6 as independent readers describe complex sequences, a range of non stereotypical characters and elaborated events including **flashbacks** and **shifts** in time. These texts **explore themes of interpersonal relationships and ethical dilemmas within fantasy settings**. *Legend of the Three Moons* is a book which contains these elements.

Year 5	Year 6	Suggested Activities
Language - Text structure and organization		
Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, (humorous and persuasive) purposes and effects	Look at the Chapter names in Legend of the Three moons and discuss how these predict chapter content.
Language - Expressing and developing ideas		
Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas	Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas	See Language – Expressing and developing ideas in Teaching Note Activities (page 9)

<p>Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea</p>	<p>Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverbials</p>	<p>See Language – Expressing and developing ideas in Teaching Note Activities (page 9)</p>
<p>Literature - Creating Literature</p>		
<p>Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts (such as <i>Legend of the Three Moons</i>) students have experienced</p>	<p>Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>	<p>Write a description of the two serpents in the merwoman’s cave. Name the serpents inside the eggs, remember Red is female and Green is male.</p> <p>Write a short play to be performed by two or three people on radio or TV. Make it happen around the Moon dial or in the cave.</p> <p>Develop a list of what you would include in a magical youth elixir.</p> <p>Write a page of being chased by a Goch, where you hid and how you escaped.</p>
	<p>Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice</p>	<p>Write a Three Moon Song to celebrate the five children saving their parents and Princess Marcelle, or a sad song that could be sung by Crystalzee, to show how homesick she is for the sea.</p>
<p>Literacy - Creating texts</p>		
<p>Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p>	<p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</p>	<p>Write a page of being chased by a Goch, where you hid and how you escaped.</p> <p>Write a newspaper article about General Tulga. Include where he lives; what he likes to do best; why he is so nasty.</p> <p>Write a letter to Lyla from Chii asking if she still has the necklace or a letter from Clarissa the Stilt girl to Celeste.</p> <p>Write a letter from Chad to San Jaagiin asking about his sick parrot.</p>

		<p>Write a myth or legend to describe how the three princesses were born and what the three moons had to do with it.</p> <p>Write a description of the octopi cave and the game played to win Celeste.</p> <p>Write the description of Lyla climbing up the cliff and being attacked by a bulgogi.</p> <p>Write a poem to describe Belem on festival night.</p> <p>Describe the inside of the ice cave and the dragon.</p> <p>Write a Three Moon Song to celebrate the five of them saving their parents and Princess Marcelle.</p> <p>Write a description of the two serpents in the merwoman's cave. Name the serpents inside the eggs, remember Red are female and Green are male.</p> <p>Write a sad song (at least 4 lines) that could be sung by Crystalzee, to show how homesick she is for the sea.</p>
<p>Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements</p>	<p>Use a range of software, including word processing programs, learning new functions as required to create texts</p>	<p>use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements</p>
<p>Year 5 achievement standard</p> <p>By the end of Year 5 students discuss the connections between particular structures, language features, simple literary devices, and the purposes of texts.</p> <p>They identify literal and implied information in texts, and develop and clearly express ideas and opinions about texts.</p>	<p>Year 6 achievement standard</p> <p>By the end of Year 6 students analyse and explain how specific structures, language features, and simple literary devices contribute to the main purposes of texts and their effects on readers and viewers.</p> <p>They identify and record key points to clarify meaning, and distinguish between relevant and irrelevant supporting detail. They listen to and</p>	

They select relevant textual evidence to support opinions about texts, and recognise that narratives and experiences in texts are shaped by different viewpoints.

They describe how sound and imagery influence interpretations of characters, settings and events in texts.

They select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature such as ***Legend of the Three Moons***

They select specific vocabulary to express and develop ideas, to engage and persuade readers and to convey emotions.

respond constructively to others' opinions by offering

alternative viewpoints and information. They select relevant evidence from texts to support personal responses and to develop reasoned viewpoints.

Students create well-structured written, spoken and multimodal texts for a range of imaginative, informative and persuasive purposes, for a broadening number of audiences.

They organise longer written texts by using paragraphs on particular aspects of the topic.

They discuss and compare personal opinions about literary texts, and respond constructively to others' opinions.

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The Australian Curriculum – The Arts

The suggested **Visual Arts** activities in these teaching notes provide opportunities for students to explore and express themselves, using the rich imagery in ***Legend of the Three Moons*** as a stimulus for their own artistic expression.

Visual Arts

Years 5 and 6 Content Descriptions and Elaborations	Suggested Activities
<p>Making</p> <p>Select and use different media and techniques to explore visual arts ideas using different artistic concepts, for example colour, tone, light, scale and abstract, in the interpretation of subject matter</p>	<p>Find descriptive passages in <i>Legend of the Three Moons</i> and develop one of these into an illustration for the book.</p>
<p>6.4 Make visual arts works as representations of self and others across places, times, cultures and societies</p> <p><input type="checkbox"/> creating visual arts works that investigate how different personal, cultural and community ideas and processes coexist</p>	<p>Design a new book jacket.</p> <p>Add an animal as a pet or a monster animal to the book by first drawing it and then describing it.</p> <p>Illustrate an event in the book and give it a caption (try a three square cartoon.)</p> <p>Make a cartoon strip of Chad and Swift running away from the maze and being chased by the fire.</p> <p>Draw the High Enchanter’s castle in the middle of the mud lake.</p> <p>Draw a mudman.</p>