|  |
| --- |
| **Genre: Realistic Fiction** |
| **Subject: Colors** |
| **The Wonderful World of The Jollys** |
| **The Complementary Twins** |
| **By Jep Nohland**  **Illustrated by PPAT** |
| Copyright © Phenix Publishing (UK) Limited  All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of Phenix Publishing (UK) Limited, including, but not limited to, network storage or transmission, or broadcast for distance learning.  For copyright licensing and distribution cooperation, please contact Phenix Publishing (HK) Limited. Phenix Publishing (HK) Limited is a subsidiary of Phenix Publishing (UK) Limited.  Phenix Publishing (UK) Limited  www.phenixpublishing.co.uk  Business cooperation: sales@phenixpublishing.co.uk  Customer care: feedback@phenixpublishing.co.uk  Offices: London - Hong Kong - Beijing  ISBN:  Printed in China |

**Table of Contents**

[CHAPTER 1](#_Toc20655202)

[Hello 6](#_Toc20655203)

[CHAPTER 2](#_Toc20655204)

[Subtitle 9](#_Toc20655205)

[CHAPTER 3](#_Toc20655206)

[Subtitle 10](#_Toc20655207)

[CHAPTER 4](#_Toc20655208)

[Subtitle 11](#_Toc20655209)

[CHAPTER 5](#_Toc20655210)

[Subtitle 12](#_Toc20655211)

[CHAPTER 6](#_Toc20655212)

[Subtitle 13](#_Toc20655213)

Please don’t manually write in the table of contents. It is self-updating when you click it, we can do this

CHAPTER 1

Potato Art

Brrrrring!! The school bell rang.

“Oh boy!” Tom Jolly exclaimed, jumping from his seat.

The next class for the second-grade students was art with Mrs. Smith. There was always something interesting to learn from her. If the lesson wasn’t entertaining, at least the teacher was.

Some students were confused by her disconnected thoughts, but the twins found her amusing.

“What do you think Mrs. Smith will ask us to do this lesson? I hope not potato prints again,” Alan said.

He was remembering a class where their art teacher had them make prints out of potatoes they would cut out themselves. Most of the artworks looked like blobs, and there were potato bits all over the classroom floor. Mrs. Smith didn’t want them to cut themselves, so she gave them some spoons instead of knives to cut with. Someone ate a piece because they were hungry, and another student found some kind of bug that had crawled into the potato. It was chaos, but Tom and Alan had so much fun.

Tom had cut up the potatoes to look like fries and painted them yellow. He then wrapped them around some art paper that he had painted red. It looked like French fries you would get at an amusement park. Alan had been more serious with his work and spent the whole class carving a beautiful elephant.

“Tom, Alan, I think you’re both missing the point of this activity,” Mrs. Smith had said to them. “You see, we are supposed to make ‘prints’ with the potatoes.” But she had given them both an A anyway, because she thought they were being extremely creative and there were, as she always said, ‘no wrong answers in art’.

“But next time, would you both please try sticking to the activity?” She requested.

The twins laughed as they remembered this story. They had brought home their potato artworks and left them behind the curtains. When their mother found it several weeks later while cleaning, she had screamed. Potatoes are food and go bad if you just let them sit around. So, their colorful works of art had turned into gooey, moldy leftovers.

CHAPTER 2

Primary and Secondary Colors

“Bienvenue! Welcome! Willkommen!” Mrs. Smith greeted the children. As an art teacher, she had picked up different languages while learning about different famous artists. She would occasionally throw in some French or German words as she did just then.

“How are my little artists? Are you all ready for an amazing lesson in colors?” She asked, fixing her glasses that were nearly too big for her face.

“Yes!” Some students shouted with excitement.

Someone sitting in the back had muttered a ‘no,’ but Mrs. Smith did not seem to hear them.

“Wonderful! We are going to learn about colors! Complementary colors to be exact! Firstly, let’s review our primary colors. What are they?”

Almost all the hands in the class shot up. This was easy stuff.

“Red, blue, and yellow,” recited Emma as the teacher called on her.

“Fantastic!” She was happy as a clam. “And could any of you mix primary colors?”

“No!” Half the class answered back.

“What colors can we mix?” She continued.

This time, less than half the class had their hands up. Mrs. Smith called on Lisa.

“Secondary colors,” Lisa replied. It was easy to remember, like one two three; first, second, third; or primary, secondary, tertiary.

“Excellent!” She clapped. “Don’t say what the colors are! I want you all to grab these blank color wheels I’ve prepared and paint them in yourself. Start with the primary colors.”

The students went to put on their protective clothing and grabbed painting supplies. Class had barely begun and Luke had already dropped a bottle of paint. Some students snickered.

“Oh, my. Luke, you’ll really need to be more careful,” she sighed. Seeing how embarrassed he looked, she said, “Don’t worry, I’ll clean it up.”

Speaking to the rest of the class, she continued, “Those of you who know the color wheel, would you kindly help the others who don’t? I’ll have to go get a mop.”

Mrs. Smith went to grab cleaning supplies.

“Or she could just use her hair,” Jacob said just soft enough so that she couldn’t hear him.

Those who heard him giggled. Luke lightened up. It wasn’t nice, what Jacob said, but Mrs. Smith always had paint in her big wavy light-colored hair, that somewhat resembled a mop.

CHAPTER 3

No Double-dipping!

Mrs. Smith was almost done cleaning.

“Superb!” She said, without even checking their works.

“Notice that between the colors red, blue, and yellow, I left the slices blank. If you mix the two colors on either side of them, you’ll get your secondary colors. If you don’t already know the colors, you’ll find out when you mix the primary colors together. And remember! No double-dipping!”

They didn’t need to ask her what that meant. Everybody knew at this point that you weren’t supposed to dip your paintbrush from one color into another. That would just mix up the colors. They used little sticks to scoop out the colors they needed and mixed them on a palette.

Tom licked his finger and pretended to dip it into the paint. His brother nearly fell off his chair laughing. It was a very funny joke, because that was what they did one time with a jar of peanut butter.

They had dipped their fingers into the peanut butter over and over. Each time they put it into their mouths, sucking their fingers clean, then dipping it back. When their mother stopped by the kitchen and caught them in the act, she nearly pulled her hair out.

“Ew! Ew! Ew! NO double-dipping!” She cried, disgusted. “You’re putting your mouth germs in the peanut butter. When you close that jar you’ve just created the perfect environment for the germs to multiply. And then, the next person will unknowingly spread all your germs over your peanut butter and jelly sandwich.”

The students mixed yellow with red and got various shades of orange. Some were light, and some were dark, but they were nonetheless orange. Then, they washed their paintbrushes and mixed blue and red to get all kinds of purple, and yellow and blue to get green.

CHAPTER 4

Complementary Colors

They were mostly relaxed and having fun. Tom was being naughty though. He waited for Alan to finish mixing the colors and then used them to fill his color wheel. Elizabeth, on the other hand, was mixing colors for her classmates to get the ‘exact’ shade that it should be.

Mark wasn’t very careful and hadn’t’ exactly cleaned his brush every time he used the colors. In the end, he had colorful streaks mixed into his wheel.

“For the final part of today’s class, I will quickly explain complementary colors. Complementary colors are colors that are on opposite sides of the color wheel. For example, orange is opposite from blue, so they’re complementary colors. They are like friends who look very different from each other but like to hang out together. And they like to sit opposite each other so they can say nice things to each other. They complement each other.”

“Like red and green,” Sophia said

“And yellow and purple,” Elizabeth said. They looked at each other and smiled. “Just like best friends.”

“That’s right! You guys got it. I needn’t say more,” Mrs. Smith said.

Tom looked at Michael’s color wheel. He pointed and laughed. Michael’s face turned red.

“What are you laughing about?”

“You’re totally guessing! what colors are those supposed to be? Brown or Green? Breen?”, and everyone who heard him looked at Michael’s work. Seeing he was right, they laughed along.

“It looks exactly like yours!” Michael said, pointing at Tom’s wheel.

“No, it doesn’t,” Ava said

“Does too!”

“You can ask Mrs. Smith. She’ll tell you,” Tom challenged him.

So, they called their art teacher over and asked her what she thought. She looked at their work and asked Michael, “Do these two wheels really look the same to you?”

“Of course! This is stupid!” Michael exclaimed, nearly in tears.

“Michael,” Mrs. Smith said gently, “there’s a term we use for people who see colors differently. It’s not a bad thing, and it doesn’t mean you’re blind, but I think you’re colorblind.”

“Oh,” Michael said, unsure of what to make of it.

“It’s nothing to be made fun of,” Mrs. Smith said to the class. “A small percentage of the population has color blindness; they just don’t see certain colors like most people. They have trouble with colors like red or green.”

The students stopped laughing and started asking questions. It was not something they had heard of before, and they were curious. She answered them as best she could.

Mrs. Smith explained, “This lesson, we mixed the primary colors red, yellow, and blue to get secondary colors. If you can’t see a primary color like red, then you can’t see the red inside the orange or the red inside the purple.”

“Does this mean I fail the activity?” Michael asked.

“Don’t be silly, you can’t be failed for not seeing a color.” Mrs. Smith smiled.

CHAPTER 5

Homework Project

It was five more minutes before the end of class.

“Because of the holiday next week, we won’t be having art class for another two weeks. That gives you all plenty of time to prepare a project about complementary colors. I want you guys to be exciting! Think big and think outside the box! SHOW us complementary colors, don’t just TELL. You can sing or dance, or create a piece of art. Make it fabulous!”

“Michael, you can do a presentation on color blindness instead. Maybe try to show your classmates how you see the world.”

Michael nodded, feeling a little special.

“Can I use music to demonstrate?” Victoria asked.

“Absolutely! That’s what I’m looking for!”

“What about a live demonstration with colored water?” Mason suggested.

“Yes! Yes! Wonderful idea!”

“What about if I make a short movie about complementary colors with playdough?” Elizabeth asked, trying to out-do everybody. She liked trying to be better than her classmates.

“Oh, children! I’m over the moon!” Mrs. Smith squealed with excitement. She could barely contain her excitement and started twirling.

“Could we work in pairs?” Sophia asked. She couldn’t think of anything and she really liked her best friend Elizabeth’s idea.

“Teamwork? You mean to partner up with someone? Someone who complements you? Of course, my dear! Life would otherwise be so lonely if you tried to do it all alone!”

She clasped her hands over her heart and recited poems about loneliness. She continued even after the bell rang and most of the kids had left the class.

The twins ran out snorting and snickering. This was what they enjoyed most about art class.

CHAPTER 6

Complimentary Presentations

Finally, it was the day of the big presentation.

The students had thought long and hard about their color projects and worked on them for several days. Some started as soon as they got home, but others, like Tom and Allen, worked on it at the last minute. In fact, they had only started it this morning.

Some students came in with posters, and others with objects of different sizes. Some of the parents even had to help carry their presentations into the classroom because it was so big. Elizabeth and Sophia had theirs on a USB stick, and the Jolly twins were the only ones who came in empty-handed.

Everyone in the classroom was chattering. Those who worked in pairs or groups sat together, reminding each other what they had to do or say.

“Can you smell that?” Mrs. Smith breathed in deeply.

“It wasn’t me!” Jacob said loud enough for everyone to hear.

Even Mrs. Smith was having a hard time holding back her laughter.

“No, Jacob,” she said finally, “It’s what I call the smell of creativity! Do you all smell it?” She was so thrilled for today’s presentation that very little would have made her mad.

“Oh yeah, then it’s me,” Jacob nodded, looking at his classmates for approval. Almost all the boys thought that was funny.

“Boys, boys, boys,” Mrs. Smith said. “I take it then, Jacob, that you would like to start?”

Jacob cheerily began his presentation, which was a funny song he wrote. There were lyrics about an Orange who was feeling really blue, and a boy named Red, who was green with envy. He had even recorded his father playing guitar to accompany his singing. The class laughed and cheered when he was done.

Dennis and Mason, who were two of the top spellers of the class had made big cut-out letters. The letters O-R-A-N-G-E, as big as their heads, were in blue, and the word B-L-U-E was colored orange. The words were in their complementary colors!

This was turning out to be the best show ever.

The one-minute stop-motion movie took Sophia and Elizabeth an entire two weeks to make. They took hundreds of pictures of the little colored playdoh figures. Each time they moved the figures, they took a photo. The photos were then edited together on the computer, one after the other in the right order. When they hit the play button, they had created a movie where the figurines looked like they were moving on their own. It was, as Mrs. Smith described, “Absolutely magnificent.”

Addison had taken Mrs. Smith’s words to heart and done exactly as she had said. “Think big and think outside the box!” Which they demonstrated with a box as big as Addison herself. It was made out of cardboard, and on opposite sides of the box, were the complementary colors.

CHAPTER 7

Complimentary Twins

After everyone else had gone, it was Tom and Alan’s turn. Their classmates and teacher were curious. The boys were empty-handed.

“Did you boys forget to bring your project?” Mrs. Smith asked nervously.

“Nope!” Tom exclaimed. “It’s all here,” he said pointing to his brother and himself.

“If you could all just close your eyes a few seconds,” Alan requested. As the class held their hands over their eyes, they heard their backpack unzip and some rustling.

When they got up on the stage, they said, “You can all look now!”

The class opened their eyes and saw that Tom was dressed from head to toe in orange, and Alan, all in blue. They had on capes, shirts, and their mother’s skirts in the same color and exclaimed together, “We are Captain Orange and Captain Blue! We are complementary superheroes with complementary powers.”

“When I am weak, he is strong,” Tom announced

“And I when am angry, he is calm,” Alan said.

They said a few more opposites, then suddenly took off their cape and threw it to the audience.

Tom had removed his red shoes, showing-off his purple socks. Underneath, his shorts and shirt were all purple!

Under his sweatshirts and their mother’s skirt. Alan was dressed from head to toe in yellow.

“When we’re not fighting crime, we are ordinary second-grade students,” Tom explained to the class.

They loved it! The class cheered and clapped their hands.

“We are complementary twins,” Alan continued. He looked over at his brother and said, “where he is hilarious, I am not.”

“And where he is smart, I am not,” Tom complimented his brother

The class laughed loud and hard.

Complimenting the other, they each said in turn, “what a good-looking boy you are!”

“We’re complementary twins, you see,” they both said in unison.

They started taking off their socks and their shirts.

“Underneath it all…” They struggled with their pants.

“Boys! What are you doing?” Mrs. Smith asked, alarmed.

“We even have complementary boxers!” They shouted as they pulled down their shorts, revealing their matching red and green boxer shorts. They turned around and shook their bottoms, pointing to the waistband, on which their mother had embroidered both their names, so they didn’t get mixed up.

The class was uncontrollable. Jacob was on the floor clutching his stomach in laughter. Some of the girls were covering their eyes, while others were covering their mouths, all screaming with laughter. Most of the students were in tears, having laughed so hard.

Mrs. Smith had run up to cover them up with their capes, but Tom was still dancing, wiggling his bottom. She hurried them into the storeroom as they collected their clothes along the way from the cheering crowd.

Even Mrs. Smith had to hide behind a cabinet shaking with laughter at their hilarious performance. She will lecture them later, but for now, she could not keep a straight face.

It was hands-down, the best performance of the day.

**Comprehension Questions**

1. How were the students in Mrs. Smith’s art class supposed to prepare their art project about complementary colors?
2. What did it mean for Mrs. Smith to be *over the moon*?
   1. She jumped over a plastic moon in the classroom
   2. Her face turned white because she was frightened.
   3. She was extremely happy
   4. She wasn’t paying attention and her mind was somewhere else
3. Color-blind people can only see in black and white.
   1. True
   2. False
4. Which of the following are complementary colors?
   1. Yellow and Blue
   2. Orange and Purple
   3. Green and Red
   4. Yellow and Red
   5. Blue and Red
5. Double-dipping is a good practice of lowering an object into liquid thoroughly, making sure that it completely soaks it in.
   1. True
   2. False
6. In what order do these events occur? Draw a line from each event to its position in the story.
   1. The class finds out that Michael is colorblind. 1.
   2. Jacob sings a song about complementary colors. 2.
   3. Mrs. Smith recites a poem about loneliness. 3.
   4. The students work on their color projects. 4.
7. What are some advantages of working in teams?
   1. There is more variety in skills and ideas
   2. Working alone can sometimes be lonely
   3. The work can be split up so everyone can do less
   4. You can improve skills to work better with others
   5. All of the above
8. How would you describe the technique for making stop-motion animation?
9. What does it mean to *keep a straight face*?

Answer Key

1. They needed to be creative, exciting and show colors not just talk about them. She wanted them to think outside the box. They could do anything from singing to dancing, and creating an art piece.

2. C

3. B

4. C

5. B

6. A/C/D/B

7. E

8. Stop-motion animation is made by photographing an object and moving it slightly between each frame so that it appears to be in motion when the frames are played back together.

9. To not show any emotions on your face. That would include, no frowning, no smiling, and no eyebrow movement.

Word count:

Proofreading Checklist

|  |  |
| --- | --- |
| First Proofreader | Marissa Zheng |
| Second Proofreader |  |
| Third Proofreader |  |
| Fourth Proofreader |  |