

Statham CP Reading Questions and domains

EYFS

Enjoy

Did you choose this book? Why?
What did you like about the text? Why?
What did you dislike about the text? Why?
Would you read the book again? Why? Why not?
What will you read next?
What books do you like to read?
Do you have a favourite book that you like to read?
Is this a new book that you haven't read before? Do you know anything about it already?
Do you enjoy reading?
What do you read at home?
Who is your favourite author?
Which books have you enjoyed that we have read together? And why have you enjoyed them?

Decode

What do you do if you are stuck on a word?
Where do you start reading the word? Where do you look first?
When you blend those sounds together, what word does it say? Can you tell me the word?
Are there any clues in the word?
Does it look like any other words you know?
Can the pictures help you?
Do you know what the word means or can you work out what it means (in this sentence)?
Does the sentence make sense with that word?

Talk about meaning of words

What word tells you...?
What does _____ mean?
How does this word make you feel?
Find and copy a word that describes how...
What word means the same as _____?
In the story, _____ is repeated. Why?
Draw a line to match the words to their meanings.

Find simple information

Which...? What...? How...? Where...? When...? Why...? Who...?

Which character _____?

Where/when does _____?

What did _____ look like?

Who was _____?

Where did _____ live?

Who are the characters in the book?

Where in the book would you find

Talk about the order of the text

Put the pictures from the story in order

What happened in the story?

What happened first?

What happened after _____?

What happened before _____?

What happened at the end?

Make simple inferences

Why do you think _____?

How do you know that _____?

When do you think _____?

Why did _____?

How do you feel about _____?

How does _____ feel?

Make simple predictions

What do you think will happen next?

What do you think will happen to _____?

Where do you think _____?

Key Stage One

Enjoy

Did you choose this book? Why?

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Do you have a favourite book that you like to read?

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Decode

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Where do you start reading the word? Where do you look first?

When you blend those sounds together, what word does it say? Can you tell me the word?

Are there any clues in the word?

Does it look like any other words you know?

Can the pictures help you?

Do you know what the word means or can you work out what it means (in this sentence)?

Does the sentence make sense with that word?

Vocab - 1a: Draw on knowledge of vocabulary to understand texts

What word in the text tells you...?

Find and copy (one word/phrase/sentence) that tells you...

The author uses this word _____. What does it mean?

The writer uses words such as _____ to describe _____. What does this tell you about _____?

The writer uses words such as _____ to describe _____. How does it make you feel?

Find and copy a word that describes how...

Find and copy a word that means the same as...

In the story, _____ is used repeatedly. Why?

Draw a line to match the words to their meanings.

How has the writer made you and/or _____ feel?

Which words and /or phrases make you think/feel _____?

(enter quote from the text) What does this tell you about...?

Which words mean the same as...? ('words' meaning 'group of words' or 'phrase')

Why is...a good name for...?

(enter quote from the text) What does this sentence tell you about...?

Retrieve - 1b: Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information

Which...? What...? How...? Where...? When...? Why...? Who...?

Draw a line to match these characters to events.

Give one example of _____

Which character _____?

Where/when does _____ take place?

What did _____ look like?

How did _____ feel? Why?

Who was _____?

Where did _____ live?

Who are the characters in the book?

Who is the narrator?

Where in the book would you find _____?

What happened in the story?

How does the _____ help me to find information in this book?

What did...say (enter quote from the text)?

Which two...did...?

Think about the whole story...

Find and copy two...

One...does something different... What are they doing differently in...?

Draw four lines to match these...to what the text says...

What did the...usually...?

The...did not like... Why not?

Sequencing - 1c: Identify and explain the sequence of events in texts

Number the sentences below to show the order they happened in the _____

Which of these events happened first?

What happened after _____?

What happened before _____?

Which of these events happened last?

Use three sentences to describe the beginning, middle and end of this text?

Sum up the story in _____ words

Sort these sentences/paragraphs/chapter headings from the story

Infer - 1d: Make inferences from the text

Why do you think _____?

How do you know that _____?

When do you think _____?

How can you tell that _____?

True or False

Why did _____?

How do you feel about _____?

Can you explain why _____?

How does _____ feel?

The...explains how... (followed by tick boxes)

Predict - 1e: Predict what might happen on the basis of what has been read so far

What do you think will happen next?

What do you think would happen if _____?

What do you think will happen to _____? Why do you think this?

Where do you think _____?

Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end the same way?

How is _____ like someone you know? Do you think they will act in the same way?

Content Domain	Examples from recent KS1 SATS										
<u>1a – Vocab</u>	<p style="text-align: right;">Which words mean the same as wondered?</p> <p>8 Find and copy two words that tell you how JJ and Jasmine tried to clean off the paint.</p> <p>1. _____</p> <p>2. _____</p> <p>Tick one.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">thought about</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: right;">stared at</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">picked up</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: right;">eaten from</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	thought about	<input type="checkbox"/>	stared at	<input type="checkbox"/>	picked up	<input type="checkbox"/>	eaten from	<input type="checkbox"/>		
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picked up	<input type="checkbox"/>	eaten from	<input type="checkbox"/>								
<u>1b – Retrieve</u>	<p>2 What did Jasmine and JJ see at the circus?</p> <p>_____</p> <p>12 Which two pieces of clothing did cowboys use to protect their faces from the weather?</p> <p>1. _____</p> <p>2. _____</p>										
<u>1c – Sequence</u>	<p style="text-align: right;">(pages 8–9)</p> <p>16 Number the following from 1 to 5 to show the order things happen in the story.</p> <p>The first one has been done for you.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: right;">Machines destroyed the pond.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">The ducks lived happily in the pond.</td> <td style="text-align: center;"><input type="checkbox" value="1"/></td> </tr> <tr> <td style="text-align: right;">The ducks were set free on a lake.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">The ducks were rescued by a helper.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: right;">The ducks hid in some thick reeds.</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Machines destroyed the pond.	<input type="checkbox"/>	The ducks lived happily in the pond.	<input type="checkbox" value="1"/>	The ducks were set free on a lake.	<input type="checkbox"/>	The ducks were rescued by a helper.	<input type="checkbox"/>	The ducks hid in some thick reeds.	<input type="checkbox"/>
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ld – Infer

16 Why did cowboys become friends with each other?

10 How did Mum feel when she first saw Jasmine?

le – Predict

14 Which of these do you think the child is likely to say at the end of the outing?

Tick **one**.

That was fun, Mum. Can you do it all over again?

That was so scary. I never want to do it again!

That was really boring, Dad.

That was great, Dad. Let's do it again!

Question Types KS1

<u>Question Type</u>	<u>Examples from recent KS1 SATS</u>
Tick Box	<p>6 Why did Jasmine drop the brushes?</p> <p>Most cowboys were...</p> <p>Tick one.</p> <p>The steps moved. <input type="checkbox"/> JJ told her to. <input type="checkbox"/></p> <p>The brushes were dirty. <input type="checkbox"/> Mum was angry. <input type="checkbox"/></p> <p>men. <input type="checkbox"/> girls. <input type="checkbox"/></p> <p>women. <input type="checkbox"/> boys. <input type="checkbox"/></p>
Short response	<p>2 What did Jasmine and JJ see at the circus?</p> <p>_____</p> <p>3 Why did JJ agree to paint the shed wall?</p> <p>_____</p>
Extended response	<p>14 The ducks did not like the sea. Why not?</p> <p>Write two reasons.</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p>

Matching

1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	•	•	did something for Mum
Wednesday	•	•	went to the fair
Friday	•	•	went to the circus

Sequencing

Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.

True or False

Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.	<input type="checkbox"/>	<input type="checkbox"/>
Bryn's mother worked on a farm.	<input type="checkbox"/>	<input type="checkbox"/>
Bryn lived in a village.	<input type="checkbox"/>	<input type="checkbox"/>

Find and Copy

Find and copy two things you could have in your lunchbox.

1. _____

2. _____

Find and copy one word that means the same as 'rotten'.

Other

Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		

5 Complete the table with the names of the writers and the characters they write about.

Character	Writer
	Francesca Simon
Dr Xargle	
Mr Toffy	

Key Stage 2

Enjoy – Reading for pleasure and enjoyment

Did you choose this book? Why?

What did you like about the text? Why?

What did you dislike about the text? Why?

Would you read the book again? Why? Why not?

What will you read next?

What books do you like to read?

Do you have a favourite book that you like to read?

Is this a new book that you haven't read before? Do you know anything about it already?

Do you enjoy reading?

What do you read at home?

Who is your favourite author?

Which books have you enjoyed that we have read together? And why have you enjoyed them?

Decode – Word reading and decoding skills

What do you do if you are stuck on a word?

Where do you start reading the word? Where do you look first?

When you blend those sounds together, what word does it say? Can you tell me the word?

Are there any clues in the word?

Does it look like any other words you know?

Can the pictures help you?

Do you know what the word means or can you work out what it means (in this sentence)?

Does the sentence make sense with that word?

Vocab - 2a: Explain/give meaning of words in context

Explain two things that the words ____, ____ suggest.

Find and copy a word/two words/a group of words/a sentence that shows/tells you _____

In this sentence _____ is closest in meaning to _____?

The author uses _____. _____ has two different definitions, use each definition to write a sentence.

The author uses _____. Why do you think they chose this word?

The author uses _____. Which of these words could be used to give a similar meaning in the sentence?

Which word best describe _____?

Find and copy one word that suggests that _____

What does this word/phrase/sentence tell you about _____?

Highlight a key phrase or line. By writing a line in this way what effect has the author created?

Why does the author use _____ repeatedly?

The writer uses words like _____ to describe _____. What does this tell you _____?

What other words/phrases could the author have used?

The writer uses _____ to describe _____ How does this make you feel?

Can you find an example of a word that means _____?

Which of the following words is closest in meaning to...?

Which of the following words is closest in meaning to...as it is used here?

Find and copy a group of words that means the same as (enter phrase/idiom rather than word).

What do the words (enter phrase/idiom etc) mean?

Find and copy one word that shows that...is not easy.

Retrieve -2b: Retrieve and record information/identify key details from fiction and non-fiction

Which...? What...? How...? Where...? When...? Why...? Who...?

Identify how _____

Give two reasons why _____

True/False

Fact/Opinion

Circle the option to complete the sentence.

When did _____ take place?

From whose point of view is the story told?

Which part of the story best describes _____? Explain why.

Which words and /or phrases _____?

What evidence do you have to justify your opinion?

Find the paragraph where _____

How do you know that...had not...? Give two ways.

What is one...?

According to...

Summarising - 2c: Summarise main ideas from more than one paragraph

What is the main message of the text?

Number the sentences below to show the order they happened

Which of these events happened first?

Which of these events happened last?

What happened after?

What happened before?

What's the main point in this paragraph?

Can you sum up what happens in _____?

Sort the information in these paragraphs.

Which is the most important point in these paragraphs? How do you know?

What part of the story do you think is the most important? Explain why you think this.

Which of the following would be the most suitable summary of the whole text?

Which sentence best describes the...?

Which statement is the best summary for...?

Infer - 2d: Make inferences from the text/Explain and justify inferences with evidence from the text

Explain how _____?

Explain why _____?

Why did _____?

Why is _____?

How does _____?

Why do you think _____? Explain using the text.

How do you know _____? Explain using the text.

When do you think _____? Explain using the text.

How can you tell that _____? Explain using the text.

True/False

What makes you think that?

Which words give you the impression that _____?

How do you feel about _____? Why?

Can you explain why _____?

Which word tells you that _____?

Quotation from the text. What conclusion does _____ draw from this?
How can you tell that...was...? Give one piece of evidence that shows...
What impressions do you get of...at this point in the extract? Give two impressions, using evidence from the text to support your answer.
Give two reasons why...does not want to...
How can you tell there was something strange about...? Explain two ways, using evidence from the text to support your answer.
What suggests that...was not...?
Explain what the...finds...about...
The experience in the last...could best be described as...
Tick the two...that are mainly about...
What other impressions do you get of... in...?
What else in the text tells us that...

Predict - 2e: Predict what might happen from details stated and implied

What do you think will happen next?
What do you think would happen if _____?
Based on what you have read, what does the last paragraph suggest might happen next?
Can you think of another story, which has a similar theme, e.g. good vs evil? Do you think this story will end in a similar way? Why?
Why did the author choose this setting? Will that influence how the story develops?
How is _____ like someone you know? Do you think they will react in the same way?
What might happen next? Why?
Choose one character from the book and predict how you think they will behave/react?
Can you predict several possible outcomes and explain your answer?
What if...?
If there was a sequel, what might happen? Why do you think this?

Relate - 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole

At what point did the character's mood change? Justify your answer using the text.
What caused the characters to change their actions?
What caused a change in events?
Explain why _____
What is similar/different _____ and _____?
Why is _____ important in the story?
Does this story have a moral or a message? Explain how you know using the text.
Why do you think the author chose to use _____ to present the information?
How does the _____ encourage you to read on/find information?
Where does it tell you that _____?

Why has the writer written/organised the text in this way?
In what ways do the illustrations support the instructions?
Who do you think this information is for?
What atmosphere is the author trying to create? What words/phrases help to create that feeling?
Why did the author write this story? Find a group of words to show that ... has changed.
What has the author done to make you want to read on? Explain your answer using the text.

Explore – 2f: Identify and explain how meaning is enhanced through choice of words and phrases

What does _____ tell you about _____?
What words help the reader to _____?
What impact does the phrase _____ have on the reader?
Find and copy words from the paragraph that show it was _____
Highlight a key phrase or line. By writing a line in this way what effect has the author created?
The writer uses words like _____ to describe _____. What does this tell you about _____?
What other words/phrases could the author have used?
What technique has the writer used?
How are these words effective?
What do you think the writer meant by ' _____ ' ?
When the author uses this sort of sentence, what is the impact?
Why did the author _____ ?
Why has the author used this word/phrase/sentence?
How does the author create this mood/atmosphere?
What is the effect of _____ ?
Quotation from the text. What conclusion does _____ draw from this?

Compare – 2g: Make comparisons within the text

How does the character's mood change throughout the text?
What words would you use to describe the main character at the start and end of the text?
Compare and contrast different characters, reactions, settings, themes within the text.
How are the lives of the people different as a result of _____ ?
How is it similar to _____ ?
How is it different to _____ ?
Compare your book to another on the same topic. Which do you prefer and why?
Would you like to read more books by this author? Explain your reasons.
If you have read other texts by this author, can you see any similarities/differences between them?
Give one way...are similar to...

Give one way...are different from...

<u>Content Domain</u>	<u>Examples from recent KS2 SATS</u>												
<u>2a – Vocab</u>	<p><i>If she was trying to reassure Joe, it wasn't working.</i></p> <p>What does <i>reassure</i> mean in this sentence?</p> <p>_____</p> <p>Look at the section headed: <i>Things you can do to help.</i></p> <p>Find and copy one word that shows how essential flowers are to bees.</p> <p>_____</p>												
<u>2b – Retrieve</u>	<p>According to the text, approximately how many giant pandas currently live in the wild?</p> <p>_____</p> <p>Look at page 9.</p> <p>Where did Micah find the music box?</p> <p>_____</p>												
<u>2c – Summarise</u>	<table border="0"><tr><td data-bbox="539 1145 1167 1177">Which statement is the best summary for the whole of page 5?</td><td data-bbox="1301 1137 1944 1185">Number the following sentences from 1–5 to show the order in which they happen in the poem.</td></tr><tr><td data-bbox="1037 1201 1137 1225">Tick one.</td><td data-bbox="1301 1206 1615 1230">The first one has been done for you.</td></tr><tr><td data-bbox="577 1249 965 1281">How the giant panda first got its name. <input type="checkbox"/></td><td data-bbox="1335 1257 1664 1289">The poet arrives in France. <input type="checkbox"/></td></tr><tr><td data-bbox="577 1321 1016 1353">How charities raise money for giant pandas. <input type="checkbox"/></td><td data-bbox="1335 1321 1664 1353">The poet lives with his grannie. <input checked="" type="checkbox"/> 1</td></tr><tr><td data-bbox="577 1393 1043 1425">How people are working to save giant pandas. <input type="checkbox"/></td><td data-bbox="1335 1385 1664 1417">The poet is injured. <input type="checkbox"/></td></tr><tr><td data-bbox="577 1465 976 1497">How giant pandas' territory is changing. <input type="checkbox"/></td><td data-bbox="1335 1441 1664 1473">The poet's grannie visits him. <input type="checkbox"/></td></tr></table>	Which statement is the best summary for the whole of page 5?	Number the following sentences from 1–5 to show the order in which they happen in the poem.	Tick one .	The first one has been done for you.	How the giant panda first got its name. <input type="checkbox"/>	The poet arrives in France. <input type="checkbox"/>	How charities raise money for giant pandas. <input type="checkbox"/>	The poet lives with his grannie. <input checked="" type="checkbox"/> 1	How people are working to save giant pandas. <input type="checkbox"/>	The poet is injured. <input type="checkbox"/>	How giant pandas' territory is changing. <input type="checkbox"/>	The poet's grannie visits him. <input type="checkbox"/>
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2d – Infer

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

1.

2.

2e – Predict

20 Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

yes

no

maybe

Explain your choice fully, using evidence from the text.

<hr/> <hr/> <hr/> <hr/> <hr/>

2f – Relate

Look at the section headed: *Save our bees*.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2g - Explore

Give **one** example of the use of humour in the fact sheet.

Look at the last paragraph, beginning: *'Yeah, it'll look smart.'*

Find and copy one word that suggests that the sound coming from Micah's music box is unpleasant.

2h – Compare

'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

Joe and Ajay react differently to seeing the man hammering in the sign.

How does Joe react?

Tick **one**.

He is calmer.

He is ruder.

He is less interested.

He is less worried.

Look at page 4.

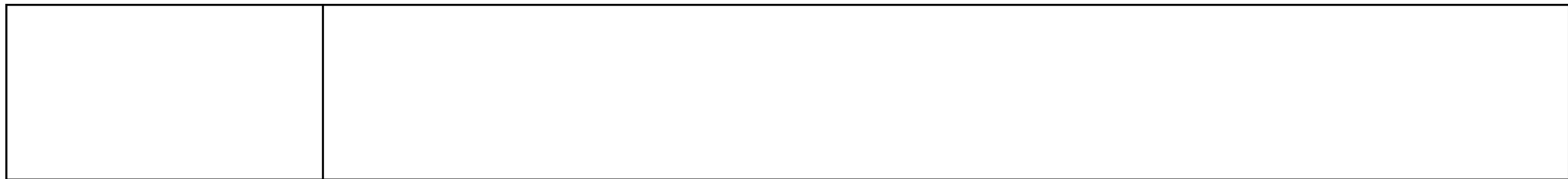
According to the text, give **one** way that giant pandas are...

(a) similar to other bears.

(b) different from other bears.

KS2 Question Types

<u>Question Type</u>	<u>Examples from recent KS2 SATS</u>
Tick Box	<p>Look at the paragraph beginning: 'You boys best get to school...' to the end of page 4.</p> <p>'But what about...?' Joe started to say.</p> <p>Which words would best complete Joe's question?</p> <p>Tick one.</p> <p>your breakfast <input type="checkbox"/></p> <p>our games <input type="checkbox"/></p> <p>your job <input type="checkbox"/></p> <p>our homework <input type="checkbox"/></p>
Short response	<p>Look at the section headed: What's so different about the bumblebee?</p> <p>The text refers to the bumblebees' <i>cousins</i>.</p> <p>Who are their <i>cousins</i>?</p> <p>_____</p>
Extended response	<p>Edward found a game. How can you tell that there was something strange about the game?</p> <p>Explain two ways, using evidence from the text to support your answer.</p> <p>1. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. _____</p> <p>_____</p> <p>_____</p>



Matching

Draw lines to match each section to its main content.

One has been done for you.

Section	Content
<i>The first Channel swimmer</i>	summarises key information about swimming the Channel
<i>Frequently asked questions</i>	shows contrasting viewpoints about swimming the Channel
<i>Safe to swim?</i>	gives information about the origins of swimming the Channel
<i>Celebrity swimmer</i>	highlights the continuing attractions of swimming the Channel

Number these facts about the life of the giant panda cub from 1–5 in the order in which they happen.

The first one has been done for you.

- A cub eats bamboo for the first time.
- A cub leaves its mother.
- A cub develops black spots.
- A cub weighs 31 to 36 kilograms.
- A cub weighs about the same as an apple.

Sequencing/Summarising

Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

True or False

Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The park has been looked after by a park warden.	<input type="checkbox"/>	<input type="checkbox"/>
The park is going to be replaced with a shopping centre.	<input type="checkbox"/>	<input type="checkbox"/>
Building work in the park will start at the end of July.	<input type="checkbox"/>	<input type="checkbox"/>
The warden had two weeks' notice of the park's closure.	<input type="checkbox"/>	<input type="checkbox"/>

Fact or Opinion

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Giant pandas are fascinating animals.	<input type="checkbox"/>	<input type="checkbox"/>
Giant pandas' main food in the wild is bamboo.	<input type="checkbox"/>	<input type="checkbox"/>
Giant panda cubs weigh about 150g when born.	<input type="checkbox"/>	<input type="checkbox"/>

Find and Copy

Look at the section headed: **Why are people concerned about the giant panda?**

Find and copy one word which shows that there are lots of things we do not yet know about giant pandas.

Other

Look at page 7.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender	<input type="checkbox"/>	<input type="checkbox"/>
pansy	<input type="checkbox"/>	<input type="checkbox"/>
herbs	<input type="checkbox"/>	<input type="checkbox"/>
wild rose	<input type="checkbox"/>	<input type="checkbox"/>

(b) Explain why the flowers that are not bee-friendly do not attract bees.
