



The Evaluation of Degree of Attention towards Thinking skills nurture in the Book of fifth Primary School grade

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ABSTRACT

Since the process of thinking in lesson plan is one of the most essential developmental and growth foundations in relation to the educational system of various communities, the recognition of thinking skills is felt as one of the newest approaches in this regard. Hence, the necessity of evaluation and analysis of nurturing and growing methods is an imperative case and this study is to establish the primary school affairs; therefore, in the present study, we aimed at the evaluation of the thinking skills grow into the fifth grade primary school Persian Book. The obtained results showed that the nurture of remembering, priority and measurement has been given the scores 0 to 10% and the skills of prediction, hierarchical and systematic thinking are paid attention from 20% to 30% and the skills of problem-solving, critical thinking (observation testing), instrument application, flexible and recovering thinking have been paid attention from 30% to 50%; nurture of observation skill, making connection, decision making, comparison, It should be paid attention that in the book contextual analysis, it is specified that the skill of remembering has not been paid attention among other mentioned skills.

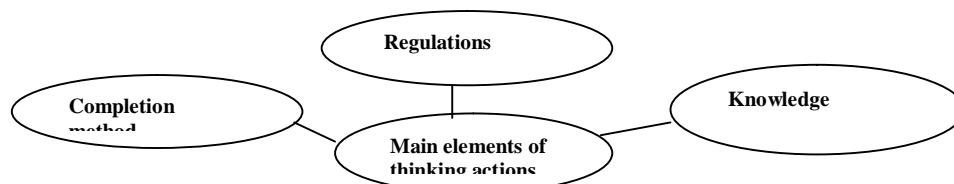
Key words: thinking skills, lesson books, primary school, nurture

INTRODUCTION

The process of nurturing the thinking is one of the most essential and basic targets of the country's educational system. The entire elements of the related systems have to establish this purpose into their educational programs. Among these elements, the lesson plan has its essential establishment in this case and any attitude changes, recognition and student skill play key role in this pavement. If this process is ignored in the educational system, attention to other affairs will not be beneficent and the whole learners cannot reach to their own successful targets, unfortunately. Generally, in lesson plans the process of thinking has its own establishment and the experts have paid attention to this field essentially. Among the lesson plan theories, the mental skills have been roughly paid attention because of nurturing the wisdom and mentality issues. Surely, the whole students cannot produce any scientific affairs without paying attention or applying the mentality power in this path; the whole related skills should be established seriously in the educational system [24]. Although the recognition of concepts, approaches and functions of the thinking is very important case, but without enough knowledge about the thinking approaches, the related process will be useless. Teaching thinking is another concept of the scientific attitude. A teacher not having enough scientific knowledge will not be able to give his or her knowledge to the students. When the knowledge and consciousness of teachers are enough to be transferred, the process of teaching will be going to be more useful in this regard. If a teacher is going to learn one of the thinking skills, he or she has to get enough information in relation to the knowledge. Having enough knowledge about the thinking skills is the fundamental step towards the development of teachers' abilities in relation to their teaching skills. These teachers have to apply the related regulations and approaches regarding to thinking process. The analysis and description of various aspects in relation to thinking activities can lead to the success of the entire teachers at their lesson planning affairs; this can also arrange them to apply more accurate teaching and testing materials in their own lesson planning issues potentially. The above mentioned steps in achieving the skills or navigation of thinking process may get combined with some regulations conducting the thinking activities in this regard. Hence, a teacher has to recognize the most important teaching benefits and obstacles. The thinking skills and navigations are discriminated by teaching process exclusively. For example, some thinking actions such as critical thinking skills require their own special criteria between the scientific truths and valuable judgments; these criteria are piece of personal knowledge relying accurately on the special skills of thinking process. The analysis skills also have these criteria. A collection of knowledge and criteria of a one special skill specify its completion approach. In

Diagram 1-2 the main elements of the thinking actions and knowledge as well as its completion way have been shown. The analysis knowledge of concepts, criteria and approaches, key words, regulations as well as the activity completion way are the fundamental components of thinking actions in this regard. The entire teachers cannot teach or reach to their teaching purposes without having these elements [17].

Diagram 1-2: main elements of thinking activities in terms of Bear theory



The school plans have to emphasize on their own methods that students should be able to achieve their own targets through the same thinking approach efficiently. For the reason, in the process of thinking regularly, the wisdom is grown and the man feels beneficence in this case; [13]. Paying attention to the nurture of thinking skills made many philosophers to consider it as the main and basic target of the education for the humanity; for example, Robert Anise, Matthew Lipmann, Richard Powel are subjected to those educational experts and philosophers that considered the same topic as the main basic issues the educational system in this case. Since the process of thinking is the main elements of the educational development in various communities, the recognition of the thinking skills is felt as the newest approach clearly in this pavement [15]. The whole children are not always the students of classes, but also they will live on the land that they face with many different challenges and everyone has to make his or her way to solve the related problems at this case. Today, there have been born many various new thoughts in compare to the past times. Due to the higher valuable educational purposes and the recent targets emphasized on the whole learners, the transformation of knowledge and information of students, memory-nurturing affairs, competence and score-based system is still encouraged potentially. Robert Carpools as one of the most influential factors of lesson plan revision movement believes that the science is not something but exists out of the nature but it is an instrument into the mind of the whole people [5]. Hutchins believes that thinking is of high importance; he tends to respect this purpose valuably. He has considered this belief in supporting the brave self from the thinking freedom right even a person disagrees with something. He urges that the wisdom should be grown and this target is going towards the school purposes' determinations [14]. The education of the most sophisticated people should be established in the purposes of the educational system. The final production of educational systems is subjected to the "discoverer and creative mind" [27]. Izener (1983) in an article titled "we Need the kindof Schools" writes that:

The schools have to nurture the ability of thinking particularly the creation process among the entire students; and this makes the students to make their own deductive and inferential conclusions about their lessons. According to his view, the skills of reading and writing without any values are not worthy in this regard. He says: the problem is not subjected to the lack of people's reading and writing processes but the case is how they can learn and read? And how they can write? According to his view, the value of the schools is related to the sophisticated people trained there; people have to learn in school (The same reference). The international researches have shown the disability of students in the analysis of logical deduction as one of the most essential factors of thinking skills publishing the educational culture so that the same students apply their teachers' orders instead of having criticizing thinking way [25]. According to educational experts' viewpoint, the behavior of students in relation to the problem-solving and thinking skills represents their retard in this regard. Unfortunately this problem is felt in the whole educational levels [20]. Based on this, a group of experts believed that the lesson plans and teaching methods should be changed to train the newest approaches in this regard [25]. Chance (1986) considers the critical thinking method as the most challenging issue in changing the related process [13]. Since the educational system of every community is transferred by lesson books, therefore the study of lesson books in the orientation of thinking skills nurture is one of the most crucial affairs indicating the importance of the present study in this regard. In this relation the Persian books have the highest potential importance particularly at primary schools because they not only make suitable learning opportunities but also they can increase the students' understanding as the educational purposes in this relation potentially. Since the contexts of the books are getting with the educational targets, they can raise the skills higher; thus, any carried out researches represent the lack of thinking skills growth in every level. However, there has been some note that made me to take some steps in this case. These note are subjected to those ones that the emphasis on

the primary school and the recognition of child's talent and education of a good citizen have been strongly stated in this pavement; that is, nurturing skills that make people reach to their successes without any criticizing affairs in this pavement. In one hand, the scientific institutions researches and National Commission on Excellence in Education (NCEET) also have stated that when we make low ages' motivations particularly at children mental sensitivity and their standard thinking criteria, they will transfer into the most sophisticated and logical people in relation to intellectual attitudes and methods being as the most open-minded people in this regard. They will also react against any intellectual issues potentially. The representation of some researches in relation to this field points to the same topic in this case. Gilford (1951) published a report about the analysis of creative factors led by psychological laboratory of Southern California University. Before this date, there have been carried out few researches in this case; [3]. however, there have been some articles published in this case including the creative issues that they have not been evaluated experimentally at that time. Kropoli in a research carried out by Canadian students concluded that the related theory is not suitable in this case [21]. In the other hand, Taft and Recite in a research called Mooding RAT and its relation to divergent and convergent thinking showed some results in this case. The above mentioned researchers have concluded that the test of RAT is a criterion for measuring the convergent and divergent thinking skills [10]. The carried out studies about the experimental backgrounds of the present study in the country showed that there have been carried out researches in relation to the lesson books contexts through organizations and universities; in these evaluations have assessed the programs of the contexts and lesson books as well as their problems regarding to the completion of these plans trying to evaluate the power of students' understanding and their problematic issues as well as the scientific pitfalls in this case. The contexts of the lesson books have been represented in terms of the values and symbols evaluating the children experiences in this case. Also they have assessed the words conceptual affairs potentially. Some have been evaluated the contexts in terms of their learning-based issues and others have been regarded to the analysis and evaluation techniques led by William Roomy. The research of Izadi (1994) titled "the evaluation and analysis of concepts' psychology and Persian book pictures of the third grade has been carried out in the same relation potentially. Based on the obtained results, the abstractive concepts have been highly devoted in this regard [7]. The research of Nokandeh (2000) shows that the proportion of objective concepts in compare to the abstractive ones is unreasonable due to the growth of children in this period as an objective operation in this pavement. This also makes the process of learning as the hardest case for the related students [16]. The number of abstractive concepts in the first grade primary school is 1899 and the number of objective ones 1122 cases. The second grade Persian book has 7736 abstractive concepts and 2801 objective ones. Hence, total concepts (abstractive and objective ones) are about three times in the first grade of primary school representing the heaviest material of the second grade of primary school in this case.

Dabaghian (2003) concluded the following results [11]:

There is a significant difference between the mean critical thinking of students based on their educational fields and this significance is a benefit for mathematic students. There is no significant difference between the creations of students based on their educational field. There is no significant relationship between the critical thinking scores and students creation process. Razavi and Shiri (2005) specified that [8]:

1. The under study students are more conservative, functional and following the whole regulations
2. The relationship between the thinking styles of students with educational progression is significant but there is no significant relationship with their gender. The scores of girls thinking style is higher than boys but the boys are more heuristic and open-minded making highly educational progression.
3. In general, students having freedom-based tendency have higher educational progression. This conclusion is true about the boys.

Nourian (2007) concluded that about 13.1% of the minor targets have pictures, written texts in the first primary school grade and they are not based on the practice and about 2.1% have got the practical exercises without any pictures in this case; only 4.9% have pictures without texts and practices. Since the new planning is to reduce the direct transformation of the realities and scientific knowledge to the students, the increase and nurture of habits and attitudes in relation to the learning affairs should be paid attention potentially trying to be focused on mental activities in this path. Due to the role of lesson books in this field, when high attention is being done regarding to the contextual affairs, the present deficiencies will be specified and removed easily and leading to the enrichment of their contextual affairs in this regard. The objective study of the texts specifies that the contexts of the pages can be clarified in terms of what values and type of information evolved in this case. Generally, the written symbols can design the new world for the entire children opening new horizons and making them to experience the new cases at their life [27]. Along this, the researcher tried to study and evaluate the degree of thinking skills nurture in the fifth grade of primary high school Persian book during 2009-2010 educational years. In order to obtain

the related purpose, we want to know what degree can be related to thinking skills of Persian book in the fifth grade. (Read and write).What is the highest emphasis on the indices of thinking skills nurture? What is the lowest degree of the Persian book contexts?

METHOD

According to the present topic, the type of the research is a descriptive based on the related data; the contextual analysis is used to fulfill the related research in this regard. Due to its target, it is an applied research. The statistical community of the research is subjected to the Persian books of fifth grade of primary school authored in 2009 including two books titling "let's read and write. The related data using the researcher's designed table was categorized in the study. In this present study, the contexts of 20 lesson books including the thinking skills (23 of the basic thinking skills indices) were analyzed in this case. The context unit of the study is based on some questions as following: lesson text, perception and understanding, word-training, notes, dialogue and listening (conversation) and special activities in this regard from the Reading section and picture-based practices and weekly composition. The degree of nurturing the thinking skills was registered in the whole units of 20 lesson books potentially.

Based on the context units, the analysis of the following cases was achieved[17]:

1. Every sentence, statement, paragraph, question and a written text perception regarding to the nurture of thinking skills (among 23 indices) was measured. For example, practice 3 of lesson 17 from the Book Let's read, Part of perception and Understanding, the author describes the Month of ESFAND connecting and approaching to the spring; the author tries to point to the nurture of deductive skill. Practice 1 of lesson 12 from the book Let's Read, Part of Conversation, KhajehNasir shows the falling of a pan from the castle trying to receive Holakoo Khan's satisfaction that it represents the students' skills in this regard.
2. Picture-based practices and non-picture exercises as well as weekly composition from the book of let's write should have the above mentioned conditions. For example, the composition subject of lesson 16 from the book of let's write is subjected to the conversation of two animals or objects' dialogue that it struggles the students' fluid thinking skill and or the picture practice of lesson 14 from the book of let's write, it is tried to represent and nurture their representation skill in this case.
3. Some parts of this book's practices are simultaneously subjected to the nurture of these both skills that they have been evolved in the conversation or special activities; for example, practice 2 of lesson 11 from the book of let's read, the special activities of conservation with a computer can be observed; in this practice, students should collect some information about the computer and then make a model of the same computer and finally they have to give an interview in this relation. These activities totally have been achieved in relation to nurture the students' research-based skill, tool application, navigation question and communication.
4. In measuring the practices, the best function of the students was considered in relation to an exercise. For example, practice 1 of lesson 7 from the book of let's write, write the second and last paragraphs of the lesson. The best function of the students is to select writing due to the written text semantics; hence, the same skill has been measured in relation to the understanding of the concepts in this regard.
5. Free lesson, poem and reading text were not measured in contextual analysis.

The descriptive statistics including the percent distribution and tables was applied in the study and the findings of the research were analyzed by the use of their description in this regard.

RESULTS

Table 1: degree of attention to thinking skills in the fifth grade Persian book of let's read

	Name of skill	Lesson text	Perception and understanding	Word training	Notes	Conversation
1	Observation	4.5	-	-	-	-
2	Communication	59.01	-	-	4.5	-
3	Decision making	-	-	-	4.5	4.5
4	Measuring	-	4.5	-	-	-
5	Hierarchical	-	-	4.5	-	-
6	Comparison	-	4.5	4.5	36.4	-
7	Cause and effect	-	68.2	-	-	4.5
8	Problem-	-	9.1	-	4.5	27.3

	solving					
9	Navigation question	-	-	-	-	59.1
10	Prediction	-	-	-	4.5	18.2
11	Conceptual training	-	-	90.9	-	-
12	Fluid thinking	-	-	-	-	4.5
13	Systematic thinking	-	-	-	-	9.1
14	Observation testing	-	9.1	-	-	22.7
15	Deduction	-	13.6	-	4.5	22.7
16	Priority	-	-	-	-	-
17	Explanation	-	4.5	-	-	27.3
18	Tool application	-	-	-	-	4.5
19	Researching	-	-	4.5	-	40.9
20	Representation	-	13.6	-	-	27.3
21	Remembering	-	-	-	-	-
22	Flexibility	-	-	-	4.5	9.1
23	Recovering	-	-	59.1	-	13.6

Table 1-1: distribution analysis of thinking skills in text of fifth grade Persian book (let's read) lesson text

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation	1	4.5		21	95.5
2	Communication	13	59.1	9	40.9	
3	Decision making	-	-	-	-	-
4	Measuring	-	-	-	-	-
5	Hierarchical	-	-	-	-	-
6	Comparison	-	-	-	-	-
7	Cause and effect	-	-	-	-	-
8	Problem-solving	-	-	-	-	-
9	Navigation question	-	-	-	-	-
10	Prediction	-	-	-	-	-
11	Conceptual training	-	-	-	-	-
12	Fluid thinking	-	-	-	-	-
13	Systematic thinking	-	-	-	-	-
14	Observation testing	-	-	-	-	-
15	Deduction	-	-	-	-	-
16	Priority	-	-	-	-	-
17	Explanation	-	-	-	-	-
18	Tool application	-	-	-	-	-
19	Researching	-	-	-	-	-
20	Representation	-	-	-	-	-
21	Remembering	-	-	-	-	-
22	Flexibility	-	-	-	-	-

23	Recovering	-	-	-	-	-
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Based on table 1-1 the highest attention in text of let's read book, the communicative skill is 59.1% and 21 left skills were not paid attention in this section at all.

Table 1-2: distribution of thinking skills analysis in perception and understanding of fifth grade Persian book (let's read) Perception and understanding

	Name of skill	Paid attention		No paid attention	
		Distribution	Percent	Distribution	Percent
1	Observation	-	-	-	-
2	Communication	-	-	-	-
3	Decision making	-	-	-	-
4	Measuring	-	-	-	-
5	Hierarchical	-	-	-	-
6	Comparison	1	4.5	21	95.5
7	Cause and effect	15	68.2	7	31.8
8	Problem-solving	2	9.1	20	90.9
9	Navigation question	-	-	-	-
10	Prediction	-	-	-	-
11	Conceptual training	-	-	-	-
12	Fluid thinking	-	-	-	-
13	Systematic thinking	-	-	-	-
14	Observation testing	2	9.1	20	90.9
15	Deduction	3	13.6	19	86.4
16	Priority	-	-	-	-
17	Explanation	1	4.5	21	95.5
18	Tool application	-	-	-	-
19	Researching	-	-	-	-
20	Representation	3	13.5	19	86.4
21	Remembering	-	-	-	-
22	Flexibility	-	-	-	-
23	Recovering	-	-	-	-

Based on table 1-2 the highest attention in text of let's read book, the perception skill is 68.2% and 16 left skills were not paid attention in this section at all.

Table 1-3: distribution of thinking skills analysis in word-training of fifth grade Persian book (let's read) Word training

	Name of skill	Paid attention		No paid attention	
		Distribution	Percent	Distribution	Percent
1	Observation	-	-	-	-
2	Communication	-	-	-	-
3	Decision making	-	-	-	-
4	Measuring	-	-	-	-
5	Hierarchical	1	4.5	21	95.5
6	Comparison	1	4.5	21	95.5
7	Cause and effect	-	-	-	-
8	Problem-				

	solving					
9	Navigation question					
10	Prediction					
11	Conceptual training	20	90.9	2	9.1	-
12	Fluid thinking					
13	Systematic thinking					
14	Observation testing					
15	Deduction					
16	Priority					
17	Explanation					
18	Tool application					
19	Researching	1	4.5	21	95.5	-
20	Representation					
21	Remembering					
22	Flexibility					
23	Recovering	13	59.1	9	40.9	-

Based on table 1-3 the highest attention in text of let's read book, the concept-training skill is 90.9% and 18 left skills were not paid attention in this section at all.

Table 1-4: distribution of thinking skills analysis in notes of fifth grade Persian book (let's read)Notes

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation					
2	Communication					
3	Decision making	1	4.5	21	95.5	-
4	Measuring					
5	Hierarchical					
6	Comparison	8	36.4	14	63.6	-
7	Cause and effect					
8	Problem-solving	1	4.5	21	95.5	-
9	Navigation question	1	4.5	21	95.5	-
10	Prediction					
11	Conceptual training	2	9.1	20	90.9	-
12	Fluid thinking					
13	Systematic thinking					
14	Observation testing					
15	Deduction	1	4.5	21	95.5	-
16	Priority					
17	Explanation					
18	Tool application					
19	Researching					
20	Representation					

21	Remembering					
22	Flexibility	1	4.5	21	95.5	-
23	Recovering	3	13.6	19	86.4	-

Based on table 1-4 the highest attention in text of let's read book, the comparing skill is 36.4% and 15 left skills were not paid attention in this section at all.

Table 1-5: distribution of thinking skills analysis in conversation of fifth grade Persian book (let's read) Conversation

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation	7	31.8	15	68.2	-
2	Communication					
3	Decision making	1	4.5	21	95.5	
4	Measuring					
5	Hierarchical					
6	Comparison					
7	Cause and effect	1	4.5	21	95.5	-
8	Problem-solving	6	27.3	16	72.7	-
9	Navigation question	13	59.1	9	40.9	-
10	Prediction	4	18.2	18	81.8	-
11	Conceptual training					
12	Fluid thinking	1	4.5	21	95.5	-
13	Systematic thinking	2	9.1	20	90.9	-
14	Observation testing	5	22.7	17	77.3	-
15	Deduction	5	22.7	17	77.3	-
16	Priority					
17	Explanation	6	27.3	16	72.7	-
18	Tool application	1	4.5	21	95.5	-
19	Researching	9	40.9	13	59.1	-
20	Representation	6	27.3	16	72.7	-
21	Remembering					
22	Flexibility	2	9.1	-	20	90.9
23	Recovering					

Based on table 1-5 the highest attention in text of let's read book, the navigation skill is 59.1% and 8 left skills were not paid attention in this section at all.

Table 1-6: distribution of thinking skills analysis in special activities of fifth grade Persian book (let's read) Special activities

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation	1	4.5	21	95.5	-
2	Communication					
3	Decision making					
4	Measuring	1	4.5	21	95.5	-
5	Hierarchical					
6	Comparison					

7	Cause and effect					
8	Problem-solving					
9	Navigation question	1	4.5	21	95.5	-
10	Prediction	1	4.5	21	95.5	-
11	Conceptual training					
12	Fluid thinking					
13	Systematic thinking	1	4.5	21	95.5	-
14	Observation testing	1	4.5	21	95.5	-
15	Deduction	4	18.2	18	81.8	-
16	Priority					
17	Explanation	2	9.1	20	90.9	-
18	Tool application	7	31.8	15	68.2	-
19	Researching	1	4.5	21	95.5	-
20	Representation	2	9.1	20	90.9	-
21	Remembering					
22	Flexibility	1	4.5	21	95.5	-
23	Recovering					

Based on table 1-6 the highest attention in text of let's read book, the tool application skill is 31.8% and 11 left skills were not paid attention in this section at all.

Table 2: degree of attention to thinking skills in the fifth grade Persian book (book of let's write)

	Name of skill	Picture practices	Non-picture practices	Weekly composition
1	Observation	4.5		13.6
2	Communication			
3	Decision making		59.1	
4	Measuring			
5	Hierarchical		18.2	
6	Comparison	4.5	9.01	
7	Cause and effect			
8	Problem-solving		4.5	4.5
9	Navigation question	93.6	18.2	
10	Prediction		4.5	4.5
11	Conceptual training		13.6	
12	Fluid thinking	9.1	4.5	45.5
13	Systematic thinking	4.5	4.5	
14	Observation testing			4.5
15	Deduction	18.2		
16	Priority			
17	Explanation	9.1	18.2	4.5
18	Tool	13.6		

	application			
19	Researching		9.1	4.5
20	Representation	13.6	9.1	
21	Remembering			
22	Flexibility	4.5	9.1	4.5
23	Recovering	4.5	13.6	

Table 2-1: distribution of thinking skills analysis in picture practices of the fifth grade Persian book (let's write) Picture practices

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation	1	4.5	21	95.5	-
2	Communication					
3	Decision making					
4	Measuring					
5	Hierarchical					
6	Comparison	1	4.5	21	95.5	-
7	Cause and effect					
8	Problem-solving					
9	Navigation question	3	13.6	19	86.4	-
10	Prediction					
11	Conceptual training	3	13.6	19	86.4	-
12	Fluid thinking	2	9.1	20	90.9	-
13	Systematic thinking	1	4.5	21	95.5	-
14	Observation testing					
15	Deduction	4	18.2	18	81.8	-
16	Priority					
17	Explanation	2	9.1	20	90.9	-
18	Tool application	3	13.6	19	86.4	-
19	Researching					
20	Representation	3	13.6	19	86.4	-
21	Remembering					
22	Flexibility	1	4.5	21	95.5	-
23	Recovering	1	4.5	21	95.5	-

Based on table 2-1 the highest attention in text of let's write book, the deductive skill is 18.2% and 11 left skills were not paid attention in this section at all.

Table 2-2: distribution of thinking skills analysis in non-picture practices of the fifth grade Persian book (let's write) Non-picture practices

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation					
2	Communication					
3	Decision making	13	59.1	9	40.9	-
4	Measuring					
5	Hierarchical	4	18.2	18	81.8	-

6	Comparison	2	9.1	20	90.9	-
7	Cause and effect					
8	Problem-solving	1	4.5	21	95.5	-
9	Navigation question	4	18.2	18	81.8	-
10	Prediction	1	4.5	21	95.5	-
11	Conceptual training					
12	Fluid thinking	1	4.5	21	95.5	-
13	Systematic thinking					
14	Observation testing					
15	Deduction					
16	Priority					
17	Explanation	4	18.2	18	81.8	-
18	Tool application					
19	Researching	2	9.1	20	90.9	-
20	Representation	2	9.1	20	90.9	-
21	Remembering					
22	Flexibility	2	9.1	20	90.9	-
23	Recovering	3	13.6	19	86.4	-

Based on table 2-2 the highest attention in text of let's write book, the decision-making skill is 59.1% and 11 left skills were not paid attention in this section at all.

Table 2-3: distribution of thinking skills analysis in composition of the fifth grade Persian book (let's write) Weekly composition

	Name of skill	Paid attention		No paid attention		Percent
		Distribution	Percent	Distribution	Percent	
1	Observation	3	13.5	19	86.4	-
2	Communication					
3	Decision making					
4	Measuring					
5	Hierarchical					
6	Comparison					
7	Cause and effect					
8	Problem-solving	1	4.5	21	95.5	-
9	Navigation question					
10	Prediction	1	4.5	21	95.5	-
11	Conceptual training					
12	Fluid thinking	10	45.5	12	54.5	-
13	Systematic thinking	1	4.5	21	95.5	-
14	Observation testing	1	4.5	21	95.5	-
15	Deduction					
16	Priority					
17	Explanation	1	4.5	21	95.5	-

18	Tool application					
19	Researching	1	4.5	21	95.5	-
20	Representation					
21	Remembering					
22	Flexibility	1	4.5	21	95.5	-
23	Recovering					

Based on table 2-3 the highest attention in text of let's write book, the fluid thinking nurture skill is 45.5% and 14 left skills were not paid attention in this section at all.

DISCUSSION AND CONCLUSION

The process of thinking skills nurture should be considered as a coordination tool including the whole various lesson-based issues; for the reason, the entire lesson materials and educational issues should be framed into the future affairs that how they can assist the thinking skills. Hence, the present study has been carried out in relation to the degree of thinking skills nurture affairs.

The evaluation of the first question shows that:

1. The nurture of the priority-remembering skills and their measurements from 0 to 10 have been paid attention; among the three mentioned skills, the lack of attention to the remembering skill has to be evaluated more because it is of high potential importance among the thinking skills. Because without the remembering skill the possibility of any thinking skill should not be efficient in this regard. The way of processing of the determining information is subjected to receive and coding of the same information. Also the stability of the information in memory depends on the information processing. The highest attention to this skill and its evolvement into the fifth grade Persian book can be applied by the utilization of this skill in the same book such as the poems of the book. The information regarding to the process of learners is subjected to those ones that they can understand and digest them easily as their high potential information in this case.
2. The skill of prediction-hierarchical nurture and the systematic thinking has been paid attention from 20 to 30 percent; it seems that the percent of attention to these skills is very low in the primary time because the prediction skill is one of the most fundamental cases that it can be applied in the whole backgrounds of the life potentially. In the prediction skill the former experiences for the most sophisticated selection and planning of a better future should be used and also the systemic thinking should be tangled in this pavement. The navigation of this thinking skill is a general case that it should be applied in the whole terms. The above-mentioned navigation can be taught as a psychological skill for optimizing the levels of skills in this regard.
3. The skill of problem-solving, observation testing, tool application and flexible thinking have been paid attention from 30 to 50 percent.

Among the related skills, the observation testing skill has of high importance in the primary Persian book; this skill has been carried out about 40.90% because the whole students can get this skill through achieving their tasks reaching to their success by this way; this process can make a great and high potential decision making issues for the related students. The 50% pay attention to the problem-solving skill represents that it should be paid attention highly and the highest part is subjected to the conversation and perception and understanding section of the book of let's read. This skill can make students to put their thinking skills into a framework potentially making them to face with problem-solving situations. Therefore, the evolvement of practices making or boosting this skill is very important in this path. The flexible thinking has its own importance due to the production of various semantically words in this case. The results of the research show the attention 36.36% of the related skill [21].

1. The skill of observation-making relation-comparison-fluid thinking and researching has been paid attention from 50 to 70 percent that the attention percent of the skills is as following:
Observation and making relation and comparison 59.09%, researching 63.3%, fluid thinking and decision making 68.18%; these rates should be optimized into the related books. The results specified that the highest degree of attention to decision-making and fluid thinking in let's write section can be used in the fifth grade Persian book [12].
2. The skills of determining the cause and effect, deduction and representation have been paid attention from 70 to 90 percent. Since the related skills are the most fundamental skills, thus the attention 70% to 90% should be evolved in this relation [9].
3. The skills of recovering-navigation question and conceptual phenomenon have been paid attention from 90 to 100% that this statistics has been carried out from the results of the related book in this study.

The study of second question shows that the highest degree of attention in the determination of cause and effect skills, deductive and representation issues can be related in this case.

The study of the third question shows that in this book the mentioned skills have not paid attention to the remembering skill at all.

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