

MAKING A PROGRAM BASED ON CREATIVE THINKING SKILLS TO TEACH READING LESSON AND TEXTS

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This search aims to establishing program existent on creative thinking skills to teach reading lesson, to achieve that the two researchers adopted the descriptive approach.

CHAPTER ONE: RESEARCH PROBLEM:-

Now a day no one depending on instruct knowledge and not appropriate or wanted any more as a basic to the teaching and learning operation , in front of much to increase in improving knowledge and stream of hasten changes , this push to interesting in creative thinking and gives it important position in many countries of the world , which clue on this position so many studies and researches which take it as a subject for them , and dedicate researchers and workers in educational fields who calls for necessity of training the learners on using all kinds of various creative thinking , and instituting many of local , sectional and universal conventions colloquiums which concerns with it and it's requirement (Grawon , 2008 , page 125).

The idea of creating a program on need to update the article submission methods of inspection so living among the era knowledge explosion which raised in it human knowledge , that requires adaptability the member with modern environment by all its changes and overturns , we are in need today for cultural shocks to remove this difficultness and focus on the manner of thinking more than focusing on material knowledge ,to create a generation of thinkers other than traditional who is prefers by their highest thinkable skills to be harmony with age of creativity (Shatah ,1996, page 80) .

Shatah refers to reading course (1979, page 84)that it doesn't taken until this moment by the modern concept of reading that depend on five aspect which is; identify, application , understanding , balancing and solving problems , in addition to the actual refer to that the reading lessons don't get with what appropriate it's importance , all though it is the third skill from the four language skills , so many studies proves that there is big weakness in reading ability that learners have , and there are groups whose can't read or even one line in their lessons (Shahtah ,1979 ,page 83).

Research importance:-

The teaching operationfaces manychallenges to prepare individuals for quick changes this, push to interests in teaching creative teaches, so as individuals can stay, continuing andunderstand the ability on adaptation and coexistence with future (slama,2009, page 15).

So the educational institutions begin work actively to word teaching the learners to highest range of their ability ,this send for training learners on creative thinking , and activate operations of logic and analyzing and, exploitation thinking skills to increase to making use of knowledge and developing the production of knowledge and creativity (al-soror, 2005 ,p.284). they have been activate thinking programs in schools to contributes in activate the challenges for the unexpected

situations , which works on improvise solving problem skills in creative form and save appropriate environments to think , because school education described as more specific and allocation for purposes and events more restrictive conditions of learning ,and more organized for the teaching environment and it's various components , thus teaching described as (the operation that organized individual environment to help him on learning specific behavior within especial condition)(al-kala ,1984 , page 3) .

Inserting direct teaching (teaching who to think as independent program)to thinking skills within textbook ,and a adapt this idea , well known all over the developed countries like United states of America ,Australia , Canada and others (DeBono , E ,1991 , p.3) here it has to be on the teacher to choose teaching techniques and more active program and appropriate with subject and learners properties and available possibilities to facilitate the implantation of thinking skills of all kinds and teach them to our children and since childhood through their stages of general learning .

Reading comes in the beginning of linguistic arts which relate with creative thinking , it considers more important of linguistic arts for improving thinking and also in enriching the learner's language dictionary with it he can swims in spaces of thought , and fly with his imaginations to a faraway prospects he might be overcome what the writer aims for himself (Abed al-hafiz ,2005 ,p.72) generally reading considers important center learner gets his knowledge and information ,and it's an important mean for develop his understanding and critical sense for things and notions .

Today we need to developing creative skills and training them because the stereotyped of teaching methods stopping these skills and don't led to preparation for learner's distinguished with creativity and have ability to producing thought characterized by novelty and diversity (Hamdanah ,2014 ,p.8) .

Search aims: -

The search aims to: "construction programbase on creative thinking skill to teach reading lesson"

-specify terms.

The program :- is an organized plane graduated dealing with certainsubject , determine aims in it , activity ,teaching techniques , enriching , and it is often introduce in certain period of time and it changes from time to time according to aims ,the program relates to the most often classes excepted or which doesn't have specific (judos , 2012 ,p.35).

Procedural definition of the program: Aresteps or method to organizing reading lesson in view of creative thinking skills and the procedures of teaching it and means of evaluation, as it including helping activities to achieve aims

Creative thinking skills:

Is the factors that lead to new result and some of these factors are mental helps to realizing the gapes and weakness points or what is wrong with our information ,like the problems sensitivity , others relates to production operation from thought or art which is appears in fluency various factors , flexibility factor , originality factor in various forms .(Al-naka and Taa'ma ,2002 ,p.410)

Procedural definition of creative thinking skills:-

Are group of mental operations it have been trained and developed to the learner throughout suggested program to achieve their tasks truly with oddness including fluency and flexibility skills?

CHAPTER TWO: CREATIVE THINKING SKILLS:

The researcher on creative thinking skills shocked with different between researchers and educational in convincing determineto creative thinking skills in spite of continue efforts for many years by many scientists ,educational and researchers to determine creative thinking skills but they differed in identifying these skills , some of them determine it depending on identify thinking itself or tonature or to analysis of its components , but some of them clarify that the creative thinking contains follow new pattern in thinking , others refers to the ability of imagine , curiosity , and discover . (al-titan , 2001 ,p. 51) throughout review some of educational literature in the field of creative thinking like (Fatherabide al-rehman Garwan ,2007) , (Ketamy ,1999)

,(al-titi ,2001) , (Abu jadw and Naufal ,2010) , (Al-ayaser ,2011)

We notes that it's agree on display that skills are:

*Fluency: it means the ability on creating a big number of substitutes and synonym or thoughts or problems or usages when we responding to certain thing, with hasty and easy way in creating it. (Garwan , 2007 ,p.77)

Fluency is playing an important role in creative thinking on individual and specify by the number of the responds and its hasty limitation which means the ability of recalling saved information that he had when he needs them. (al-easer , 2011 ,p.244)

-phonetic Fluency: is the ability of producing quickly bigger numbers of words which available certain conditions in it. and it appears as an ability on producing bigger numbers of words which contains certain letters or group of letters and we notes group of letters or alike ending especially we notes this ability ,which creators have them in scientific , humanity and arts fields (Mua'uad , 1995 , p. 51)

-Ideational or intellectual fluency : means ability on memorize bigger number of thoughts in limits time



To measure fluency in all types by hasty tests or timed tests : which means sets of each exercise from measure ability exercises in certain time to answer it .(Grown , 2007 ,p.300)

-originality : as Zaitoon identify it that ability on giving solutions or creating new extraordinary thought no one knew it before so the originality of creative production interested in excellence or uniqueness , and not submission to what is common and traditional , which

without taking type of ideas in our consideration , which means it doesn't effects on the person's degree because type or quality concerns with originality factor (al-shahk ,2009 ,p.130).

There are two type of correlation fluency:

***correlative near fluency:** means ability on producing bigger number of synonym for a certain word.

***correlative far fluency:**it measured by given learner three words then asked to look for the fourth which related with three words. (Grwan , 2007 , p.229) .

-Expressional Fluency: is the ability of expressing thoughts easily and possibility of forming it in to words or images to express them with a way that is relates with others and appropriate with it. (Abu Jadou and Noufal , 2010 , p.160)

-Figural Fluency : (Husain ,2007 , p. 24) sees that ability on hasty producing to number of examples , explanations and creation depending on motivation form or given description .

Ex; form the shapes or things using hold circle or parallels lines that follow

means that thought should be unusual , and far reaching with remote links and should be useful for everyone . (Aakel , 1983 , p.19)

-Flexibility : capacity is synonymous with mental coloration where a person is able to change his mental case perhaps fit the attitude (Kitamy and others , 2001 , p.455) .

Mansee sees (1991 , p.241) that flexibility is capacity on change actual situation of changing his position and flexibility reflects mental requirement where by the person go toward adopting certain thinking pattern face with it various situation , flexibility has images that available in educational searches are :

Spontaneous flexibility: is an ability works on producing bigger number of thoughts freely and spontaneously far away from presser means or guidance orinsistence or self-insufficiency (Aryan, 1995 , p.193) .

Adaptive flexibility Al-shahk identify it as an ability of changing mental destination which he looks throughout to solve certain problems (Al-shahk ,2009 , p.130) .

Elaboration : means an ability on adding new details to any idea or problem solving which could help on develop it , seize it , implemented it (Deyb 2000.p.41) and this contributes of process of augmentation or details in complete process of situations or subject which is under discussion or solution (Abu Jada and Naufal ,2010 ,p . 176) .

Sensitivity to problems : Awareness of the problems or element of weakness in the environments or the situation surrounding the members (Al-zayat , 2009 , p.69) it is member ability on seeing many problems in any situation when no one else has any problem (Husain , 2000 , p.28)

Improving factor for creative thinking skills :

The school doing a big and important role in improving creative thinking skills , because it's a good institution useful for member , embody moral and social values for the next generation in what harmonious with society aims and good intentions cause it effect active affection in student behavior on what the society drown embody in educational , economic ,social philosophy , on longer It consider it's modern mission teaching reading , writing , math and , general information only . But its main aims now a day is to modification of direction requirement and improving their tending by providing them with correct thinking (Azeez and Mary, 2015, p. 130).

It had become an individual setup to be able on constructive thinking is a goal which aims most of education and teaching organization in the world ,

because the workers on it realized that it has role in creative human life in creating fortunate ,changes , happiness and their faith that the innovators and thinkers of the nation are the real fortunate to our nation (Abed Noor , 1994 ,p.86) so that the school play it's active role in improving creating thinking it should have all five main objects that can be collected as follows:

1. stimulating : it represent the ground work the thought process which starts by motivating creative ability in learners embody with curiosity and desire in searching and wonders .
2. planning : is a knowing process on the problem and collecting information about it which embodying it with sound and image , also knowing what should be done using thinking keys (what , how , why ., where ,when ?) and collecting information about it and all realty , observing , data that concern which is the pure material for thinking .
3. discovering : is searching on other substitutes with various methods as re-organize what we know to get to know on what we don't know to help the learners on overcome the first idea and searching for other substitutes with various methods .
4. Action: is transforming thoughts into works using thinking keys (what,how,why,where, when) and giving a chance for learners to try their thought practically and encourage them on that.
5. ReviewingIs submitting creative process to critical thinking with a view to evaluation and accountability.

School role in improving creative thinking and its skills:

Aroused thinking and teaching movement education clearly in classroom oriented towards designing program and courses based on inclusion thinking skills in its contains and activity which requires interaction with the content and methodological activities (Mahmoud , 2006 ,w346) .

One of these scientific programs the program of improving creative thinking which based on assuming that creative thinking skills is educable and training in consider both of thinking and thinking skills are abilities exists in the person so that we could improves them in

the same ways that we use it with other abilities . (Khasawnh,2008, p.7) .

Thus , the educational institutions should be working toward an active towards teaching learners to the fullest extent permitted their abilities and this call up training student on creative thinking and activate logical operations , analysis and hire thinking skills (Fans and Deacon , 2002 , p.39) .

To increase the usage from knowledge and improving knowledge creative production (al-Sorer , 2005 , p.248) .

The school is the educator of creative thinking skills which situated an important role in simplification creative behavior or stopping it, this depends in what it preform ether accepting or refusing for that behavior which proceed from creative person as it represent it's role when it preforms from available capability which works on improving creative behavior, so It depend from methods evaluation of students and classify them according to their creative ability. (Kahuna,2008, p.8)

The learners ability on creative thinking doesn't grow form no thing , it requiring have environmental characteristics ,educational and material , potential and different material and advance equipment ,as require specialist teachers with creativity qualified them in dealing with learners to raise their motivation to acceptance of creative care and creative thinking ; and school could be able on care of creativity and creative thinking and improving them upon learners ,(Rogers & Donald ,1989) determine certain conditions which is tow lead their availability to improve creative thinking upon learners which is :

1.Psychological safety : it means the person feels that he is respect preferable , and unevaluated higher than others , the study that (Eunice ,1996)preform emphasizes that the person who evaluate themselves as qualified and creative persons have been highly self-understanding and they have a confidence in publishing thoughts , opinions , demonstrations shows creative behaviors .

2.psychological Freedom : means free thinking in what suitable with its aims (Al-htoom &

others , 2011 ,p. 151) Al-ayassera add to them other stipulation like follow :

1-encorging learners come with odes and creative thoughts.

2- Forgiving learners mistakes and don't criticize them a lot.

3-provide programmes,activities, and teaching methods that learners can choose from them what approve their orientation &needs.

4-don'tmemorizing & providing appropriate conditions to try their thoughts even it seems silly , and respects him and his thoughts without favoritism or careless but something in between (Al-ayassera ,2011 ,p .203).

As to Grwan confirms on that "class environment with all contains educational material , learning methods , educational tasks , positive directions toward learning how to think , from material appearances and from furniture and ,certain means works on provide what we could call infrastructure environment , to learn thinking in easy , organized & continued , so class environment considers one of the important in success programs learning how to think . (Grwan , 1999 , p.143)

As long as the purpose from giving learners thinking skills over knowledge like fluency , flexibility , originality , problem sensitivity , enrich or details that clearing in what it achieve sensed advantages to them will be on the head someone work to his mind in draining his life stuff by creative scientific way , depends on making his own correct decision in hard situation , and dealing with challenges that he faced as this will achieves by the form of this purpose throughout active the brain when it exposure to rousing received by senses maybe this better than these activity which is individual avoiding imitations & routine which is suitable with concept of creative thinking skills .

The choices & designed activity rousing thinking under go to group of criteria and necessary levels, as follow:

1. Activeness rousing should be suitable for learner's ability & preparation and their previous experience.

2. Activeness should relate with academic courses that learners studied in terms of content and objectives.
3. Activeness should have been clear objectives which determine its outputs.
4. Activeness should be suitable for class school environment in terms of possibilities (Mahmoud,2006, p. 367).

Snags of creative thinking skills in educational institutions:

There are many factors stand intervene against improving creative thinking and its skills as the following:

1. There is no clear national strategy to discover talents & creative.
2. Concentrating on preserve aspect for learners to the information and improve them traditionally.
3. Traditional teaching methods.
4. Lack of suitable educational possibilities (Al-ayssera,2011, p.340)
5. Traditional climate prevailing.
6. The gap between school & university.

7. Concentration & commitments with literal textbooks planned. (Al-ayssera , 2010 ,p. 231)

Improving creative thinking skills for student in the classroom :

Creative thinking works on founding new relationships to a coherent intellectual system in new sequence deferent from familiar , a person cannot be creative but interaction and consent with the information that he has .(Treffinger, 2002,p.2).

Using creative thinking skills may participates in improving learner thinking , so releasing creative energiesto the learner and let him go out to operation construct of information and thoughts and processed and converted to knowledge represents in discovering new phenomenon makes him able to transforms from knowledge level to post-knowledge level (Ibrahim , 2005 ,p.109)here is illustrate the necessity of referring to that training learners on creativity & creative thinking in classroom this require from teacher to use 5 principles as follow :

- 1.respecting student questions .
- 2.respects student imaginations which come from him .(Abd Al-Mukhtar ,2011 ,p. 46).
3. show the value of student thoughts .
- 4.let student doing some responses without threatening them by outdoors evaluations .
5. Bind evaluation tightly with causes and effects.

The importance of teaching creative thinking skills:

As above resulting , there are no exaggeration when we say that creative thinking skills might be most important works that teacher can do during preforms his Semitism massage so that for many reasons that is easy to understand , like :

1-direct teaching to creative teaching skills aids on raise thinking qualification level to them, and aids on understanding better for subjects contains in their various studies curriculum content.

2-teaching creative thinking skills making a high senses in learners the importance of what they have from ability this reflects on their marks , and sense of confidence in face school assignment and challenges that interrupt during their study .

3-learning such a kind of skills means provide learners additional tools needs them in dealing with deferent knowledge sources and future changes

4- Finally, teaching creative thinking raise of excitement degree and lure to hands class experience to learners and make their positive role and active especially after train them on this style of thinking, and improve it to them. (Al-hale , 2010 ,p. 52).

Justifications for interesting in creative thinking throughout school methods :

Sha'lan & Al-mana'a clarify more important justifications for interests in creative thinking throughout school methods and also interests in methods that helps on improving persons abilities as follow :

1-self-benefit to the learner: when the person learns creative thinking skills he will be equipped with what he needs on entering competition fields actively achieve success & excellence for his own sake .

2-social benefit : cause creative thinking makes the community members are wellbeing able on come over current and future social problem handled wisely and conscious so as to be stable & safe society .

3-mental health benefit: cause creative thinking gain the member ability on adapt & adjust with life and cope on its present & future problems, which make him feel with psychological satisfaction & stability.

4 security benefit: where as creative thinking and gaining ability on analysis or evaluation will be weapon protects the person from influenced by others distractive destroying opinion. (Shalan&Almana'a, 1998, p.75)

Previous studies"

1-Ashteeh study :(2002)

This study aims to know "**effects of using creative thinking skills in teaching Arabic language to sixth stage student in Nablus city and its effects on their acquisition & abilities on solving linguistic problems**" the study was in Palestine and to achieve the aim form studying he chose 16 government schools in Nablus city, (608) student spread on 16 school, 8 experimental schools & controlling schools which included 608 student.

The results showed the need to especial interest in new Palestinian methods with creative thinking for student in different educational levels and educational specializations in light of results the researcher subtracts some recommendations.

2-Al-jarwosh (2012): training effects on creative thinking skills in creative acquisition for fifth class student in phrasing lesson. The study has been hold in Iraq in Babul university collage of basic education.

The result appears that there is an effect to training on creative thinking skills in phrasing lesson for experimental group. In light of results the teacher subtracts some recommendations.

The teacher comments on previous studies:

1-proceeding studies positions: proceeds were Ashteeh (2002) in Palestine, as for Al-jarwosh study it was preceded in Iraq.

2- The aims: the aims have varied which the studies strive for achieve, Ashteeh study 2002 meant to know " the effect of using creative thinking skills in teaching Arabic language for sixth stage students Nablus city and its effects on acquisition and abilities on solve linguistic problem & (Al-jarwosh, 2012) aims to know training effects on creative thinking skills on the acquisition of five stage students literary in phrasing lesson.

3-speciment: The study carried out (Ashteeh, 2002) on sixth stage student, while Al-jarwosh study (2012) on fifth stage literary students.

4-speciment size & gender: specimen reaches in (Ashteeh, 2002) study to (608) student which means it applies on (male), as for specimen (Al-jarowsh, 2012) study their number was (32) student proceeded on females

5-study methodology : choosing testing methods submissive for many factors : problem nature which the study have them , changeful independent nature and its level , society size , certain features , both of study (Ashteeh , 2002) ,(Al-jarowsh , 2012) experimental method ,and designed as a partial control .

6-tools : the two studies were agree in preparing testing tools suitable for that study , in (Ashteeh2002) study the researcher built four tests achievement & a questionnaire to measure their ability on solve problems ,as for (Al-jarwosh ,2012) achieving test tool then applying it in the end of the experience .

7- results: it is clear from the previous studies that the result was for the sake of experimental group whose learns creative thinking skills or learned by for both of the two studies (Ashteeh &, Al- jarwosh).

CHAPTER THREE: RESEARCH METHODS AND ITS PROCEDURES:

Since the research aims to "built suggested program to teach creative writing skills to fourth stage student in light of creative thinking skills ".

The researcher adopted descriptive method which depend in collecting data specialize with symptom under consideration , as usual the researcher goes to in this method to use questionnaire or interview or ways to collect data .(Al-shaieb , 2000 ,p. 26)

Steps to build a program:

Building the proposed program:

The educational proposed program is built to reading lesson in light of creative thinking skills according to logical and organized steps, after acquaintance on many of previous studies and sources in educational literature, he has been able to build educational proposed program in light of clear and logical steps, as follow:

-setting goals for the proposed program:

This step considered an important step and beginning point for any educational work aimed to improve learners personality and determined teacher qualification and the efficiency of educational institution these are going to be judge through on the range of procedures success and means, teaching methods that followed in the program, throughout determining goals we can achieve better learning for learners and helps teacher in teaching operation.

-general goals : planning for any educational program require determining list with all general goals and behavioral goals which the programs strive to achieve , and general goals identified as the biggest goals far away ranged and more generally and most hard in measurement than special goals which covers three aspects :1.knowledge aspect (mental)2. Conscious aspect (emotional). 3. Skillful aspect (dynamic psychological), to be in form of phrases un determined in a period of time, so it described as strategic goals connected with general planning or educational philosophy to teaching in general, as it considered as base that build on it the judgment for evaluating operation of teaching learners (Abu Al- eaz Salama and others,2009, p. 63-64).

-Behavioral goals:this behavior clears the result or the reword which learner strive to achieve in the end of lesson or group lessons. whenever a behavioral goal setting clearly and accurately or in a perfect way so that it will doubtlessly describes rewords nature or change in behavior which will happens with learner (Jabber &others,2005, p.317), then it have been putting these goals in the beginning of any work as educational unite and lesson especially proposed program and it forms in light of general goals and the nature of educational content, and learners needs.

-identification of cognitive content:the cognitive content express on all information and knowledge which the scientific lesson content. as wellas being the main tool to achieve educational goals for any pedagogical institutional , so that it was necessary organizing experiment knowledge content and formatted as achieving wanted goals form proposed program (Alhaleelah , 1999 ,p. 127) .

-Identification of teaching strategies :we can identify strategy as it is teaching procedure which is planned previously by the one who teaches in which it helps him in teaching application in light of permit possibilities to achieve teaching goals to system that he built in a highly possible activity (Zatoon ,2001 , p.292) . by knowing it has big effect in determining role for each teacher and learner in teaching operation , the searcher has determine the way of questioning the discussion which is determining in light of educational programs goals and its content in which lead to achieve special and general goals to the program.

There are group of strategies that we can use it in teaching and learning creative thinking skills .

1-The diasporas were composed (for Jordan-Prince) : its idea based on different elements there is no outward relation between them by using art of semantics &metaphor ,art of logic specially analog representation , according to methodological frame by aiming to reach to

problems creative , so this is the way how to deal with things in the following form :

- make what is familiar in to unfamiliar.
- make what is unfamiliar into familiar.
- using similarity operation: the carputer which looks like heart.
- manipulating with words

2-alternative ideas : this method contains putting solutions in discussion position , and it asks the learners group of agreement for what we reach for and opposition group and running a conversation between them after determining agree & disagree points according to determined criteria (Al-ayssera , 2010 ,p335-336) .

3-The Journalistic six:the simpler group of testing questionsfor the interview coming from main six questions as follow:

Why? Who? Where?When? What? How? In addition to that Alex Osborn suggested motivated &rousing question which depend on the idea of new uses or new synonym for the same meaning (Abu Jado, 2010, p. 197).

4-Pictorial thinking : this way set thinking free from pronouncing words world to new way of thinking using shapes , pictures ,painting , planning maps ,symbols which calls pictorial thinking in which exchange terms in number of imaginative pictorial symbols and no need to someone have advanced skills in printing , but the important is :what these painting and shapes inspire him form new idea ? (Al-hezan, 2002 p.72).

5-What-iffing strategy : including describing for imagined action or imagined solve then choosing the real adverb and possible events instead of saying hasty "it seems bad " or "this will never be good "then we left our criticize unclear, where as our brains starting to produce applications or special circumstances with new reality that we imagined (Abu Jado ,2010 ,p.187)

-Activities : it takes important position in teaching &learning operation as it represent fertile field to support educational program when it apply practical it has role in improving educational situation and increase its effectiveness which contain all the practices used by the learner inside or outside the school which based on independence of learner's energy and his bends , abilities and direct it towards the desired goals , and enhances educational subject in learners mind and emphasizes on desired behavior after dealing directly with educational

Experience with teachers help by aiming build experience and improving skills in knowledge,conscience and skillful (Al-tememy, 2009, p.187-188).

-Teaching aides : its known as groups of educational material which chosen or improved or described it by teacher to transforms educational content or reach for it in which transform learners from being inexpert person in to an expert one and helps on active learning with less effort and less cost in eager atmosphere and desire toward batter education . (Al-haleala, 1999, p. 222)

-calendar methods : after teacher's accomplish all previous operation he should planning , determine goals , choose educational content ,determine educational strategy and experience –learning ,educational means which help him on achieve goals , that determine the way or ways which evaluate through them all what have been done by teacher and learner from works so that calendar is the more important in supports planning and applying educational program , strive to be sure from achieving desired goals of educational program , the calendar should be continue , general and various with this it comprise in many kinds according to wanted purpose .

-Preliminary calendar : through it we can know quantity of information that students have before start with searching , there for the researcher being sure from scientific background and this calendar occur in the beginning of the school year (Aziz &Mary , 2015 , p. 66) to know learner's level before start in applying the educational program.

-Formative calendar : this calendar is proceed during educational operation (educational program)throughout interaction in the classroom , when aims to supply both

of teacher and learner with provide to improve teaching and learner also to know progress of learners (Omar & others ,2010 ,p.24) ,the teacher get through this operation on the information which help in increase activity of educational subject and efficiency in achieving goals of proposed program .

-Final calendar: it hold after the end of teaching the given program when we can know what the programs achieve from goals so we can conclude this by through learners achievement to the main outcomes desired from program and its aim also to determine the level the learners reaches (Aziz & Mary , 2015 ,p.66-67)

-Teachers Guide : preparation of teachers guide aims to illustrate what is the program , presenting information and guidance which is helps on achieve special goals for it and clear entire clarification which is concerns with apply the program , and to expose how to treat educational content by employment of creative thinking skills and evidence contain from preliminary introduction , and general goals of the program , and starting points the researchers depend on to build the program so the guide consist from educational activities , educational means , model lesson, thus the procedure pass through preparation of teacher guide with these steps :

1. Determine general goals to the program.
2. Determine behavioral goals for each lesson.
3. The guide subjects have been presents in its preliminary image on group of arbitrators in the curriculum and teaching methods aiming to check from its usability in which
- 5.The safety and integrity of formulation objectives.
6. Proceeding contact and used actions with using creative thinking skills.
7. Suitability of procedures and actions used in grown level of fourth stage literary student. Means suitability for each one of the program subjects to achieve subject goals.

Student book: is serves as guided tool with in numbers of lesson with special behavioral goals and activity accompany each one of the lessons aims for training

student on creative thinking skills (fluency , flexibility , details and sensitivity to problems)with improve and enhanced it in learners

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