Remix of 5th Grade Writing: Remixing Narratives (Unplugged Version)

Objective:

Students will use decomposition and prompt engineering to remix the ending of a printed story. They will use SchoolAI or MagicSchool custom tools to generate alternative scenes, character decisions, or conclusions, integrating descriptive detail and dialogue while managing narrative complexity.

Materials Needed:

- Printed stories (attach in Google Classroom too)
  - The Three Chicano Cousins of Dinuba
- Pencils
- Graphic organizer to map out story elements and iterate changes (Print)
  - Three Little Chicano Cousins in Dinuba Graphic Organizer
- Access to SchoolAI Spaces or MagicSchool Rooms (attach in Google Classroom)
  - SchoolAI: https://app.schoolai.com/share/space/cma1qt5yf04htthgs8g67w4oy
  - MagicSchool: https://app.magicschool.ai/magic-student/rooms?room-sharing-id=a4bb121e-460d-46e3-a838-cdb072e8e27e
- 5.Writing.Remixing Narratives Slide Deck

Steps:

Introduction:

- The teacher explains **decomposition** as both a writing and computational strategy: breaking complex stories into manageable parts is similar to how programmers break down large problems.
- Introduce **generative AI** and **prompt engineering**, explaining how computers can now generate human-like text based on prompts.
- Demonstrate how to write effective prompts in SchoolAI or MagicSchool to remix scenes or endings, showing examples of poor vs. rich prompts.

Activity:

1. **Reading & Decomposition**
   Students read a story break it into major scenes using a story elements graphic organizer. They identify main characters, key events, setting, etc.

2. **Scene Analysis and Prompt Crafting**
   Students choose a specific moment or character arc to change. In groups or individually, they craft prompts for SchoolAI or MagicSchool (e.g., *"Continue the story with an ending where the main character chooses the opposite path."* or *"Generate a scene where the antagonist becomes the hero."*)

3. **Generating and Revising with AI**
   Using SchoolAI Spaces or MagicSchool Rooms, students enter their prompts, review the AI-generated content, and decide whether to refine the prompt or build on the output. They may

iterate multiple times.

4. **Writing Their Version**
   Students rewrite the AI-assisted scene into their own narrative voice, ensuring it integrates smoothly with the original plot and includes transitions, dialogue, and descriptive details. Students will turn in on Google Docs via Google Classroom (Attach a blank doc on the assignment for them to paste their final iteration.)

Equity and Access:

- Use prompt scaffolds for students who need support (e.g., sentence starters).
- Offer peer coaching pairs for collaborative editing and prompting.
- Provide offline alternatives for generating remixes (storyboards, comic panels).

Real-World Connection:

Connect this to how game designers use modular story arcs and narrative branches, often prototyped with AI tools, to create immersive user-driven experiences.

CS Practice(s):

- Creating Computational Artifacts
  - Students create narrative content by modifying existing stories with computational support, aligning with CS Practice 5 and CA CS Standard 3-5.AP.14, which supports creating programs (or artifacts) that utilize decomposition and existing components.

Standard(s):

- CA CCSS ELA-Literacy W.5.3
- CA CS 3-5.AP.14