



Labyrinth Adventures Preview

Why Labyrinth Adventures Storybook Kits matter

Libraries are uniquely positioned to support the whole child—creating safe, welcoming spaces where children build attention skills, develop emotional awareness, and explore new ways to respond to challenges.

Labyrinth Adventures Storybook Kits give librarians flexible, ready-to-use tools to support **programming, small groups, and take-home learning experiences.**

These story-based solutions help children:

- build focus and attention skills
- develop emotional awareness and language
- practice calming and reset strategies in real-life situations

Designed to be program ready, these kits can be:

- used in storytime programming
- integrated into youth workshops
- packaged into take-home kits for continued learning beyond the library



Thank you for the work you do to support your community.



BECKY, WILLOW'S MOM

“ She was most excited to learn about **managing her anger** and using more coping skills. **She's been taking deep breaths when she gets frustrated, which she learned here.** ”





Lily's Special Compass

Storybook Preview

Lily's Special Compass is the first in the series of 16 books in the Lily Series for Grades K - 1 (ages 5-6). Each full turnkey storybook includes:

1. Step-by-step teaching guide for the lesson
2. An engaging illustrated story
3. Discussion questions and practice
4. Wrap up and activity page



Complete Program Solution: The step-by-step guide provides a clear, structured path for librarians to confidently lead programming, create themed storytime sessions, or build circulation-ready kits that extend learning into the home.

The **step-by-step guide** provides a clear, structured path to confidently deliver each lesson, reducing planning time and supporting consistent implementation.

Summary of Lesson

This lesson introduces students to the five senses—sight, hearing, smell, touch, and taste—through hands-on activities. Using a mystery box with sensory items, students explore each sense by observing, listening, smelling, touching, and tasting. They practice describing their experiences and reflect on how senses help them explore and solve problems, like Lily in the story. The lesson concludes with a fun challenge to use one sense at home and share their discoveries the next day.

Materials

Activity Page #1
Mystery Box/Bag
Sensory Items

Guiding Questions

How can using my five senses help me notice important things around me?
Why is it important to pause and think about what I am feeling?
When might I need to use my five senses to solve a problem or discover something new?

Vocabulary

1. **compass:** a special tool with a pointer that shows you which way to go
2. **emotions:** feelings
3. **labyrinth:** a structure with a single continuous path to its center
4. **presence:** paying attention to right here, right now
5. **senses:** the ways we explore and learn about the world using our eyes, ears, nose, tongue, and skin

Teacher Reflection

I value creating opportunities for students to use their senses to explore and connect with their environment.

How do I ensure that all students have equal opportunities to share and explore their unique observations during sensory activities?

How do I model sensory awareness by describing what I notice and encouraging students to share their own discoveries?

Introduction

(gather the students in a circle and show them the mystery box or bag)

Who here likes to solve mysteries? Today, we're going to use special tools to figure out what's inside this box. Do you know what those tools are? They are our five senses!

(hold up your hand)

We have five senses that help us learn about the world. Let's name them together: seeing, hearing, smelling, touching, and tasting. Can anyone give me an example of how they use one of their senses every day?

(allow sharing)

Let's practice using all our senses to explore some cool things today! Look around the room and what do you see with your eyes?

(allow sharing)

Listen to the sounds in the room. What do you hear?

(allow sharing)

Touch things around you (your clothes, the floor, etc.). What do you feel?

(allow sharing)

Smell the air in the classroom. What do you smell?

(allow sharing)

Imagine tasting your breakfast/lunch. What did you taste?

(allow sharing)

Now that you have sharpened your senses, let's meet our Labyrinth Adventure friends and see what they have to say about all of this!

“ We have five senses that help us learn about the world. ”





Lily's Special Compass

Storybook Preview

The illustrated storybook brings each lesson to life through relatable characters and real-world challenges, making it ideal for **interactive read-alouds, group discussions, and family engagement programs.**

- spark meaningful conversations during storytime
- support youth groups in building awareness and reflection
- create engaging, skill-based programming that families come back for

Lily's Compass Color Guide



When Lily reaches the center of the labyrinth, she finds Oliver perched on a branch of the wise old apple tree.

"Hi, Oliver! Hi, Tree!" she calls. "Guess what? My compass has been glowing yellow all morning!"

But when Lily reaches for her compass, her smile disappears. "Oh no!" she cries. "My compass is gone!"

Her wings flutter frantically. "How could I lose it? What if it's gone forever?"





Lily's Special Compass Storybook Preview

The discussion questions and guided activities support librarians in extending learning beyond the story. With simple prompts and hands-on extensions, libraries create themed programming series, offer caregiver-child engagement opportunities, and build **circulating kits** that reinforce skills at home.

Optional Story Discussion Questions

1. How did Lily use her five senses to find her compass, and why was it important for her to pause and breathe before solving her problem?
2. What do the colors on Lily's emotional compass mean, and how can they help her understand her feelings?
3. What did Tree teach Lily about staying calm and using her senses, and how can you use those ideas in your own life when you feel upset or worried?

Practice | The Mystery Box

(Gather together all of the materials and put them in a decorated mystery box of your choice. Choose items for the box that engage different senses. For example, use crinkly paper or a small bell for hearing, a lemon peel for smell, a soft feather for touch, etc.)

Sight: (Hold up an item and let students observe its color and shape.)

What does it look like?

(allow sharing)

Touch: (Pass the item around.)

How does it feel? Is it soft, hard, bumpy, or smooth?

(allow sharing)

Sound: (If it makes noise (like the bell or paper), let them listen.)

What do you hear?

(allow sharing)

Smell: (Carefully let them smell a fragrant item (like the lemon peel).)

What does it smell like?

(allow sharing)

Taste: (Offer a small fruit snack.)

What does it taste like? Is it sweet, sour, or salty?

(allow sharing)

Notes for Teacher

Make sure to bring enough snacks (such as fruit snacks) for the whole class to taste. Ensure that students are not allergic to any of the ingredients in the snacks. If your school district does not allow you to bring in snacks, omit the "taste" part of the activity.

The **wrap-up and activity pages** provide a natural bridge between **in-library experiences and continued practice at home**, helping children strengthen focus, reflection, and emotional awareness over time.

Wrap Up

Today we learned how our five senses help us learn and explore. When we use them, we can notice so many amazing things around us!

Tonight at home, pick one sense and use it to discover something new. Maybe you'll notice a new smell, a new sound, or a new shape. Tomorrow, you can tell us what you found!

Optional Lesson Discussion Questions

1. Which of your five senses do you think is the most important for solving a mystery like Lily's? Why?
2. When you use your sense of touch, how can you tell if something is soft, hard, or bumpy? Can you find something nearby to describe?
3. If you close your eyes and only listen, what new sounds can you hear that you might not have noticed before?

Assessment

1. Did my students actively participate in using each of their five senses during the activities? Which senses seemed to capture their interest the most, and were any senses harder for them to engage with?
2. Could my students describe their sensory experiences (e.g., colors they saw, textures they felt, or smells they noticed)? Did they demonstrate an understanding of how their senses help them explore and learn?
3. Were my students able to connect the sensory activities to real-world examples? For instance, could they share how they might use their senses to solve a problem or notice something new in their daily lives?



Activity Page

Download the activity page to accompany this lesson by scanning the QR code or visiting mindbodyalign.com/qr/m69p4



Lily's Cloudy Feelings

Book 6 in the Lily Series

(Grades K-1, ages 5-6)



Cloud Breath

Lily's Cloudy Feelings gives students age-appropriate language and tools to notice emotions, express them safely, and return to calm.

In this story, Lily the ladybug feels upset when her picnic is scattered. Her feelings feel heavy and uncomfortable. By visualizing emotions as clouds she learns that feelings can come and go, and that she has tools to help her feel steady and safe.

Students Learn:

- **Self-Awareness:** Naming emotions and body cues
- **Self-Management:** Using breath to calm and reset
- **Emotional Vocabulary:** Building language for sadness and worry
- **Early Emotional Well-Being:** Supporting safe expression and resilience



Tia Catches a Rainbow

Book 2 in the Tia Series

(Grades 2-3, ages 7-8)



Rainbow Breath

In this story, Tia the butterfly finishes a busy activity and begins to feel tired and low on energy. With guidance from Tree, she learns to match her breath with gentle movement, tracing the shape of a rainbow. As she slows down and pays attention to her breath and body, Tia begins to feel calm, refreshed, and ready to continue her day.

Rainbow Breath gives children a simple, visual way to pause, notice how their body feels, and use their breath to reset and regain energy.

Students Learn:

- **Self-Awareness:** Noticing body signals like tiredness and energy levels
- **Self-Management:** Using breath and movement to reset and restore focus
- **Emotional Awareness:** Recognizing when to pause and take a break
- **Physical Regulation:** Timing breath with movement to support calm and readiness





Are you ready to support your community with whole child development?

Schedule a conversation to explore how this solution can support your library.

Learn how libraries are using these storybooks to:

- create engaging youth programming
- support family connection and learning
- develop take-home kits that extend impact beyond the library



Annamarie Fernyak
Founder & CEO

Schedule a conversation using Calendly

Email: annamarie@mindbodyalign.com



SARAH, SERENA'S MOM

“ My child **loved the program**. She seems **more calm and eager** to learn new things where she can utilize the skills she's learned. ”

