


Planet Hopsa

Hopsa jumps for
joy.





The Planet Hopsa contains 218 interactive activities that stimulate the development of the youngest children through engaging play. It includes exercises from very different development areas. You will find both motor and dexterity tasks, including graphomotor tasks, as well as logical and mathematical puzzles, and activities that improve the ability to observe, associate facts and solve problems. In this package, each application can run in 4 graphic styles to choose from. You can invite children to educational fun in the scenery of a forest, space, laboratory or pixel blocks. This is quite an adventure!

You will use the package both during educational and development classes and revalidation classes. You can successfully use it in corrective and compensatory classes when working with children with disorders of sensory processing, concentration, communication and learning processes. This is a very versatile set whose common denominator is good fun.



Knowla's apps are dedicated to children from the age of 3.

The Planet Hopsa apps include difficulty levels:

- level 1: 3 - 4 years,
- level 2: 5 - 6 years
- level 3: 7 - 9 years



Planet Hopsa in the Educational Universe



The screenshot displays the Knowla.edu app interface. At the top left is the logo "Knowla.edu" and the time "10:31" with a Wi-Fi signal icon. The main content area features a large card for "Planet Hopsa" on the left, which includes a description: "The Planet Hopsa contains 218 interactive activities that stimulate the development of the youngest children through engaging play. It includes exercises from very different development areas. You will find both motor and dexterity tasks, including graphomotor tasks, as well as logical and mathematical puzzles, and activities that improve the ability to observe, associate facts and solve". To the right of this card is a grid of six smaller activity cards: "Planet Smart", "Planet Sen", "Planet Contrast", "Planet Sigma", "Planet Hopsa" (with a "DISCOVER" button), and "Planet Hello!". A vertical navigation bar on the right side contains icons for back, forward, home, search, settings, volume, and a "K." logo. At the bottom of the app screen, there are three blue dots indicating the current page position.













System buttons and menu view


Main menu - legend

-  back to all planets view
-  previous planets/apps/activities
-  next planets/applications/activities
-  move to the application search engine
-  going to launcher settings: language selection, license code activation, service settings
-  turning the sound on/off (turning off the sound at the planet/application selection level will turn off the sound in each subsequent activity; turning off the sound in an activity will only be active while playing in a given activity)
-  move to select Knowla.fun or Knowla.edu mode
-  switch to the windows desktop view; the application will remain active in the taskbar all the time

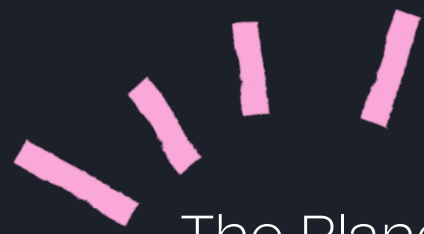


Menu icons in activities - legend

-  exit from activity to launcher view (application selection); any changes you make will be lost
-  activity reload; any changes you make will be lost
-  turn sound on/off
-  background change
-  exit to the activity selection list, any changes will be lost
-  previous board
-  next board
-  allows you to move a given object around the board, activates or reveals the application menu
-  enabling/disabling the particle effect; e.g. in "Draw letters" it turns on/off the "sparkling" while writing
-  interactive activity guide



**List of activities with
amount or time**



The Planet Hopsa includes 16 apps with 218 activities:

1. Geometric puzzle - 4 activities
2. Add to cart - 4 activities
3. Random and color - 40 activities
4. Color and count - 40 activities
5. Number coloring book - 40 activities
6. Traveler - 4 activities
7. Animal Creatures - 4 activities
8. Number creatures - 4 activities
9. Sweep the shapes - 4 activities
10. Obstacle course - endless activities
11. Mathematical scale - 4 activities
12. Make a path - 4 activities
13. Find the differences - 45 activities
14. Catch the monster - 4 activities
15. Complete the series - 4 activities
16. Find shapes - 4 activities



Geometric puzzle

From the pieces scattered around, you need to arrange the picture in the middle. To do this, simply click on the block of your choice and then on the place where you want it to be. If it fits, it will stay in the indicated place. If it does not match, it will return to its previous place. Blocks can only be placed in a predetermined way. Blocks of the same shape can be used interchangeably. They can also be placed at a different angle to that of the puzzle itself. They will spontaneously rotate during placement. If you have any problems, press the question mark in the bottom left corner. The activity ends successfully when all the pieces are correctly arranged.

When selecting a world, there are 2 buttons in the top right corner. The first makes the blocks appear rotated on the board. The second makes the blocks change colour.

Activity supports development:

visual perception, visual-spatial coordination, shape recognition, spatial vision

An activity intended for working with markers or balls.



Add to cart

The participant's task is to catch 25: fruits or mushrooms, planets or moons, elixirs, crystals and avoid various types of bombs and meteorites. To do this, you can move the trolley to the right or left by pressing anywhere on the rectangles located on both sides of the screen. Every five items collected, the item to collect changes, e.g., at the beginning there will be pears to collect, then mushrooms, then cherries, etc. The items to avoid remain the same. If the cart collides with a bomb or meteorite, it will break down and function less efficiently, but will recover after a while.

Activity supports development:

reflexes, reaction time, directions: right and left

An activity intended for working with markers or balls.



Random and color, Number coloring book, Color and count

At the very beginning, you need to randomly select all the colors for the coloring book. To do this, you need to click on the drawing wheel located in the lower right corner.

One color is drawn at a time. Once all the boxes are filled with colors, the drawing wheel is locked. To select a color for coloring, click on the appropriate box. The selected color will also change in the painting tool in the upper right corner. To paint a given object, just click on it with the selected color.

The activity will be successful when all fields are colored.

In "Color and count" and in "Coloring by numbers" an additional condition must be met to complete the activity correctly. Numbers or dice pieces will appear in the boxes. They indicate the number of elements that can be painted with a given color. The number or number of stitches will change as you color. If the right number is painted, a zero or a smiley face will appear, when too many elements are painted in a color, negative numbers or a sad face will appear. The elements can be rearranged on the board in any way by clicking on the paw in the side panel. After completing the adjustment, click the paw in the panel again.

Activity supports development:
accuracy, color recognition, learning to count

An activity intended for working with markers or balls.



Traveler

The participant's task is to collect one hundred coins along the way. To do this, you can move along three tracks by clicking /throwing the ball on one of them. Every now and then a math problem will come up. If solved correctly, it will speed up the character's movement for a moment. The journey takes place in stages, which means that after completing a given section, the participant will have to choose the easy or difficult path. In easy (one star) you will collect coins as before. In the hard level, you can get more coins, but there will also be numerous obstacles that will slow you down. The path selection will appear several times throughout the activity. Every twenty-five coins and after passing a crossroads, the scenery of the journey will change. The activity ends successfully when the participant collects one hundred coins.

Activity supports development:

accuracy, reflexes, reaction time, practicing mathematical skills: mathematical operations or comparing sets

An activity intended for working with markers or balls.



Animal Creatures

After selecting the scenery, you can choose how the picture that the participant will put together will be divided. Then they will see the first version of the puzzle.

According to the selected variant, he can translate selected rectangles and discover other variants of the image.

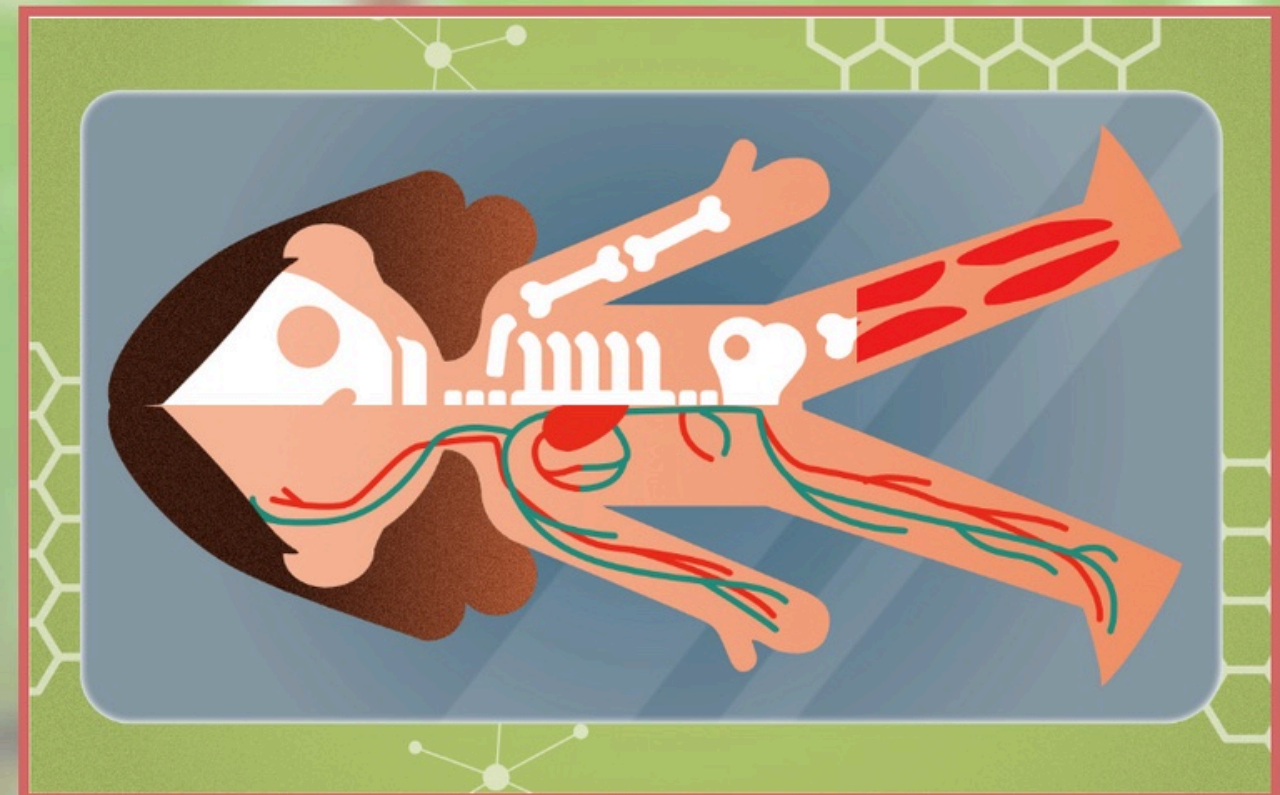
There is a menu in the side panel where you can set additional gameplay elements.

The activity is in infinite stacking mode.

Activity supports development:

visual perception, recognizing objects, planning, recognizing wholes by fragments

An activity intended for working with markers or balls.



Number creatures

To start the game, you must draw a number on the wheel. The indicated number will appear in the upper right corner. After a while, groups of objects with different numbers will begin to appear.

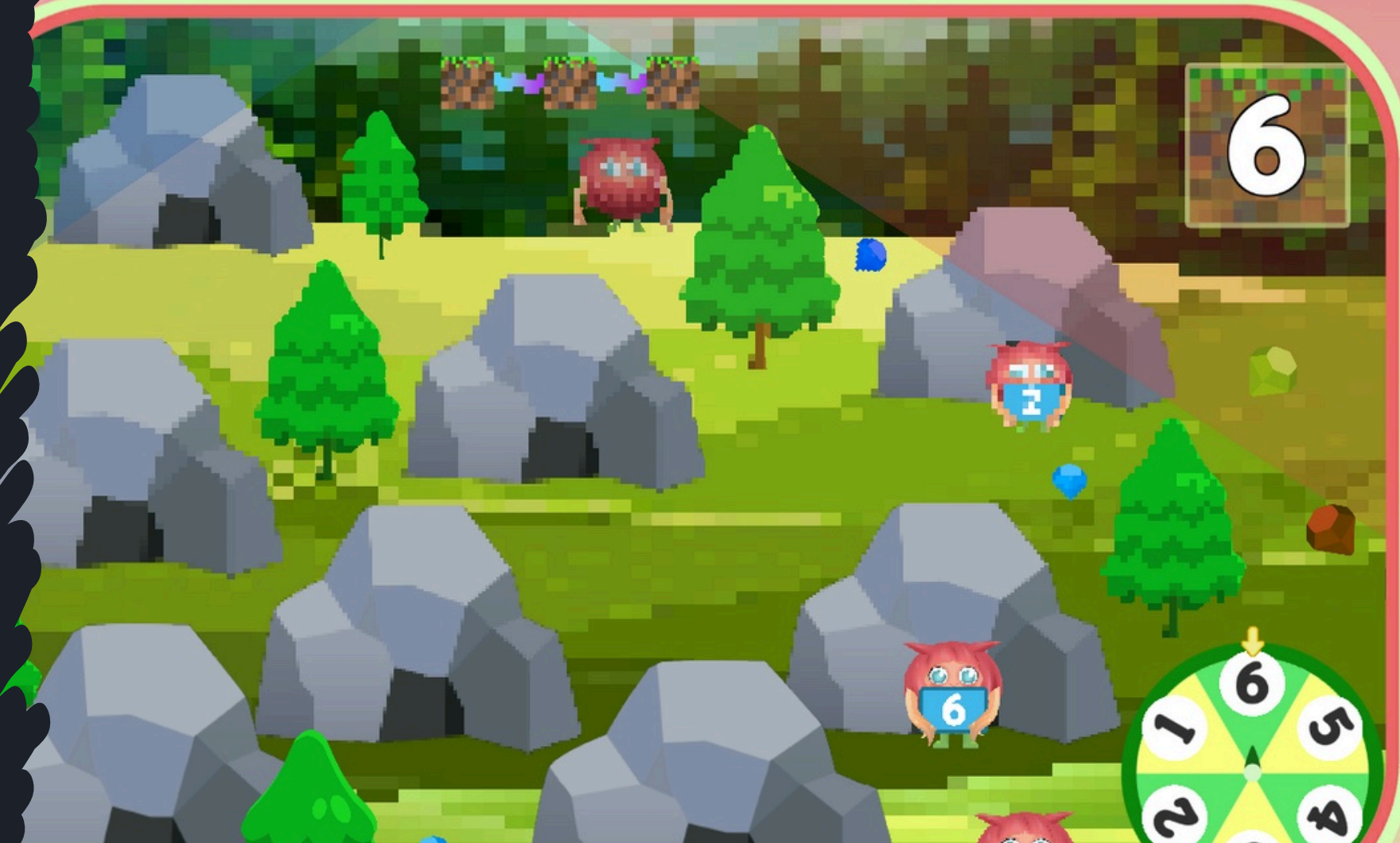
The participant's task is to hit the groups with the size indicated by the drawn number. At the top center are the correct hit indicators. If you manage to get them all, the activity will be a success.

There is a menu in the side panel where you can set additional gameplay elements.

Activity supports development:

recognizing numbers and counting to 6, accuracy, reaction speed, reflexes, reaction inhibition, perceptiveness, operating in an environment with many distracting stimuli

An activity intended for working with markers or balls.



Fit the shape

The participant's task is to arrange all the elements on the board in such a way that they do not overlap and do not protrude beyond the board.

Each element has the number and shape of the field it occupies next to it. Each shape has one of them marked on the board.

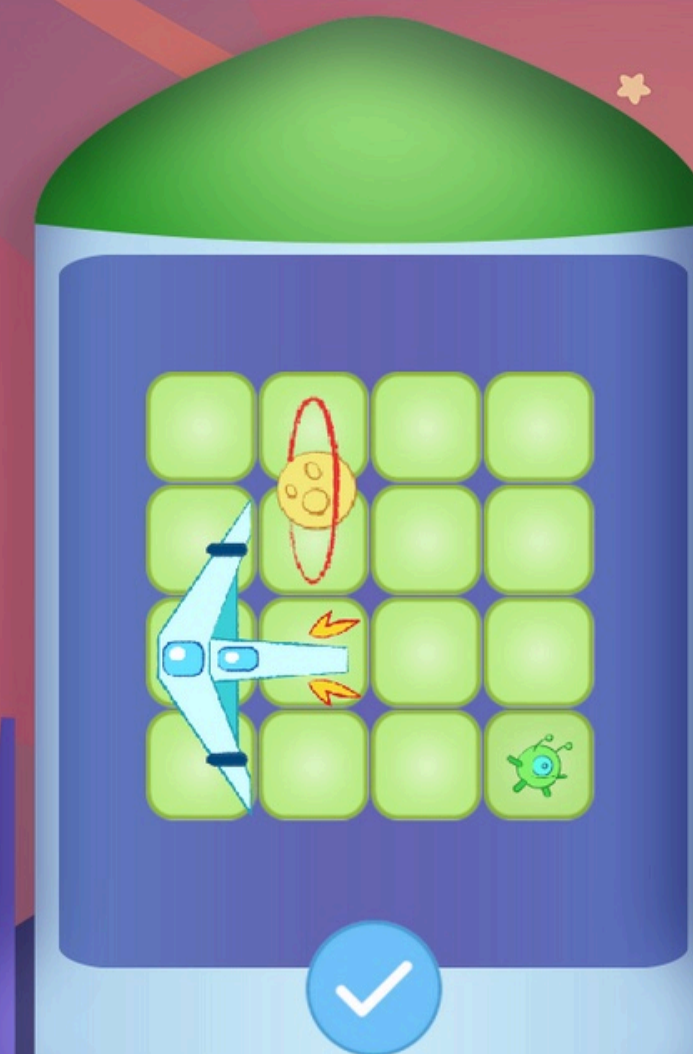
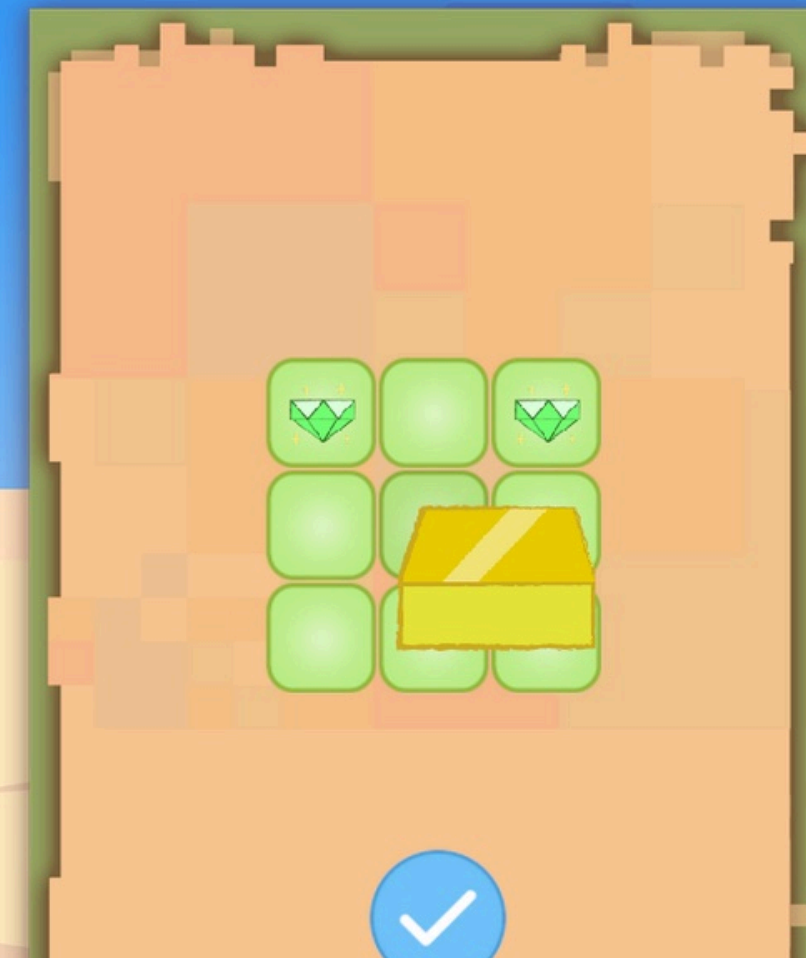
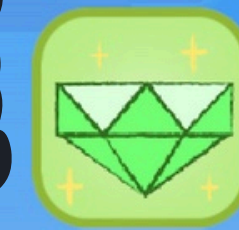
To place an element on the board, select the element and then click on the field of your choice. This element will appear on the board. The selected and clicked field on the board will correspond to the selected field next to the element. Items can be moved any number of times by selecting a given item.

Only one element can be moved at a time (it will be highlighted). Once the pieces are placed, you can click on the check button below the board.

If all the pieces are on the board and they do not overlap and do not go beyond the board, the activity will be successful. Otherwise, the activity will not complete.

Activity supports development:
shape recognition, spatial planning, spatial vision

An activity intended for working with markers or balls.



Obstacle course

The participant's task is to reach the finish line. All the time, the creature is moving forward and you need to ensure its safe passage to its destination. There are three types of elements to interact with:

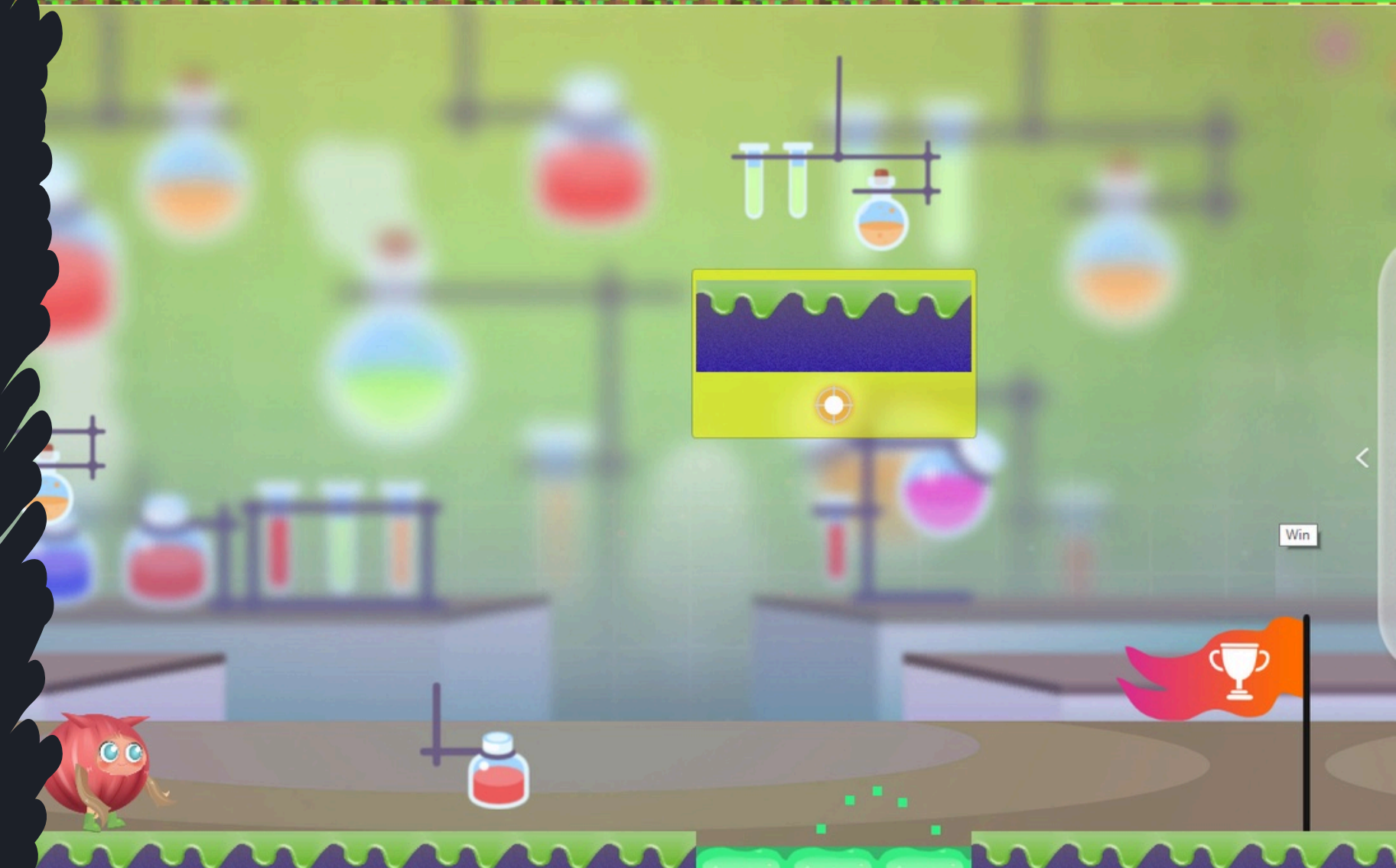
- Blue blocks - when hit with a ball or a marker, the creature will start jumping;
- Yellow blocks - when hit with a ball or a marker, they will go lower, e.g. to cover the lava in the creature's path. If the creature enters the lava, it will die.
- Red elements - when hit with a ball or a marker, disappear. However, if the creature steps on it, it will die.

The activity ends successfully when the participant reaches the finish line.

Activity supports development:

planning, accuracy, strategic thinking, reflexes

An activity intended for working with markers or balls.



Mathematical scale



The participant's task is to equalize the scale, i.e. put exactly as many weights as the weight of a given creature or group of creatures. To do this, press plus and then the appropriate weight value.

You can add any number of the same weights. You can also directly change between weight values. To remove weights, press minus and then the appropriate weight value. As part of this action, only a given type of weights will be deleted, e.g. by pressing the minus button and pressing "2", you will only be able to remove weights with a value of 2 and no others.

The activity is successful when the weight balances out.

In levels 1 and 2, only natural numbers appear and only the total value increases. Level 3 also includes fractions, e.g. 0.5 or 0.25

Activity supports development:

mathematical operations: addition, subtraction, weighing

An activity intended for working with markers or balls.



Make a way

The participant's task is to arrange a path to reach the large crystal. You must plan it in such a way as to avoid obstacles and collect smaller crystals along the way.

To place a given road element, click on it and then on the field of your choice on the board. The road elements can be freely rearranged or exchanged with other elements below. You cannot place a path on yourself, under a creature, under a large crystal or under obstacles. You can lay a path under small crystals.

When the path reaches the large crystal, you will be able to press the creature to move forward (this was not possible before). He chooses the shortest path to the large crystal. The activity ends successfully when the creature reaches the large crystal. It also shows how many smaller crystals have been collected along the way.

To start with, there are several activities to choose from with varying levels of difficulty. However, if the participant likes a given application, it is possible to add additional randomly generated boards using the button in the side panel (which will be activated when the last selected activity is reached). You can also save a given board - when recreating the application, press the "Save board" button and you will be able to return to it using the arrows.

Activity supports development:

planning, strategic thinking, programming

An activity intended for working with markers or balls.



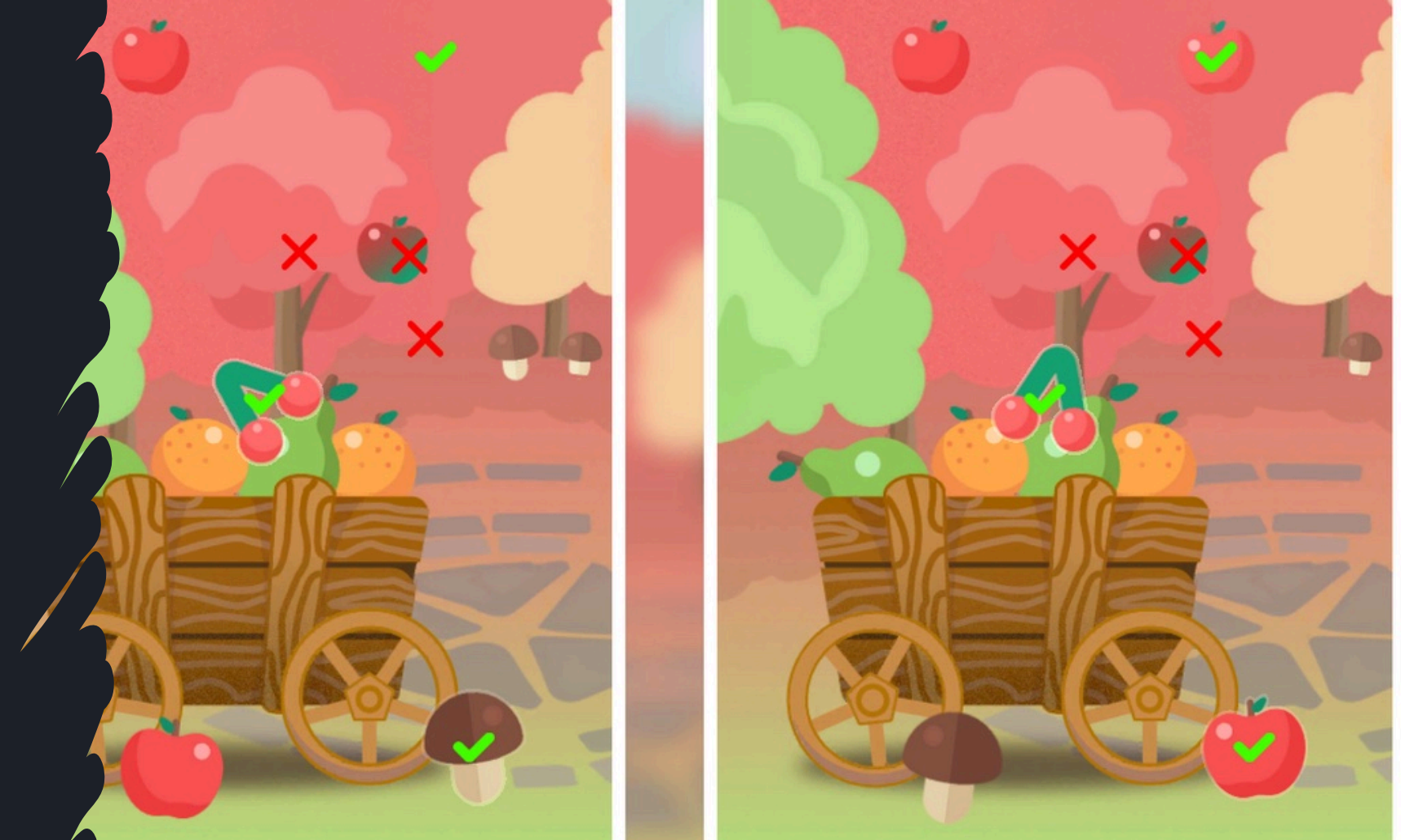
Find the difference

The participant's task is to find and find the meaning of the differences between two pictures (their number is given at the top of the screen). To do this, mark with a marker or throw a ball in the appropriate place. If it is selected correctly, a green check mark will appear, and if incorrectly, a red X will appear. The activity ends successfully when we correctly mark all the differences.

The levels differ in the number of differences and the detail of the images.

Activity supports development:
noticing details, perceptiveness

An activity intended for working with markers or balls.



Catch the monster

Various creatures appear in space.

The task is to find and press (with a pen or ball) on one of them, which appears in the circle in the upper right corner. After each correct search, the character changes and you have to look for a different creature.

There are no negative points for pressing the wrong creature.

The activity is successful when the correct creature has been selected eight times.

Activity supports development:

accuracy, reaction speed, reflexes, reaction inhibition, perception

An activity intended for working with markers or balls.



Complete the series

The participant's task is to complete the row below with one of the elements appearing in the bubble at the top. Just click on the selected element.

The activity ends successfully when the series is completed with the correct element.

If you click on the wrong one, you will be informed that it does not match and asked to select again.

Activity supports development:

seeing patterns

An activity intended for working with markers or balls.



Find the shapes

You need to find the appropriate shapes in the given scenery and then put them into the container with the shape marking. To do this, click on the item and then on the selected basket. If the item is placed in the correct container, it will be shaded. If it hits the wrong one, it will remain selectable. The activity ends successfully when all containers are full. Activities differ in scenery and the number of items to find.

Activity supports development

shapes, visual scene analysis, perception

An activity intended for working with markers or balls.





Planet in Education

Kindergarten tasks

- 2. Creating conditions that enable children to develop freely, play and relax with a sense of security.
- 3. Supporting the child's activity that increases the level of sensory integration and the ability to use developing cognitive processes.
- 4. Ensuring the proper organization of conditions conducive to the acquisition of experiences by children, which will enable them to continue the adaptation processes and help children developing in a disharmonious, slower or accelerated way.
- 5. Supporting children's independent exploration of the world, selecting content appropriate to the child's level of development, perceptual abilities, imagination and reasoning, respecting individual needs and interests.
- 15. Systematic support for the development of the child's learning mechanisms, leading to the child reaching a level enabling him or her to start school.
- IV. Cognitive area of child development. A child prepared to start school:
 - 5. answers questions, talks about events from kindergarten, explains the sequence of events in simple picture stories, composes picture stories, recites poems, arranges and solves puzzles;
 - 9. reads images, isolates and names their elements, names symbols and signs in the environment, explains their meaning;
 - 12. classifies objects according to: size, shape, color, purpose, arranges objects into groups, rows, rhythms, recreates arrangements of objects and creates their own, giving them meaning, distinguishes basic geometric figures (circle, square, triangle, rectangle);
 - 14. determines directions and determines the position of objects in relation to oneself and in relation to other objects, distinguishes left and right sides;
 - 15. counts elements of sets during play, cleaning, exercises and other activities, uses cardinal and ordinal numbers, recognizes digits from 0 to 10, experiments with creating subsequent numbers, performs addition and subtraction in practical situations, counts objects, distinguishes incorrect from correct counting;

It's smart to play

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