

# **STUDENT'S WORKSHEETS**

FOUNDATION PROGRAMME FOR  
LITERACY, NUMERACY AND SKILLS

## **VOCAL MUSIC**

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**GRADE 7**

**TITLE OF CARD : Environment  
Vocabulary Building Through Music**

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**MOE  
MAHATMA GANDHI INSTITUTE  
2026**

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GRADE 7

STUDENT'S WORKSHEET

**TITLE OF CARD :**  
**ENVIRONMENT: VOCABULARY**  
**BUILDING THROUGH MUSIC**



## Introduction

Music can help us understand the world around us. In this activity, we will learn new words related to the environment—like plants, animals, air, water, and nature—by listening, singing, and creating simple songs. Music makes learning fun and helps us remember words better.

### **Why This Activity is Important:**

- It improves your vocabulary about the environment.
- It helps you connect music with real-life topics.
- It strengthens listening and memory skills.
- It encourages creativity and expression.
- It supports learning English in an enjoyable way.



## Self Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Class: \_\_\_\_\_

### Activity :

1. Write a simple definition in your own words.

What is "Environment Vocabulary"?

.....

.....

.....

.....

### 2. Multiple-Choice Questions

a) Why do we learn environment words through music?

- a. Because it is fun and easy to remember
- b. Because it helps us run faster
- c. Because it makes our homework shorter

b) Which of the following is a natural element?

- a. Chair
- b. Sun
- c. Book

c) Which animal is likely to live in a forest?

- a. Elephant
- b. Fish
- c. Dog

### 3. Make Your Own Musical Instrument from Nature

**Objective:** Use materials found in your environment to create a simple musical instrument.

Explore how nature can help us make music!

#### **Instructions:**

**1. Look Around:** Collect safe natural materials like:

- ❖ Sticks or small branches
- ❖ Stones or pebbles
- ❖ Leaves
- ❖ Empty shells
- ❖ Empty cans, bottles, or boxes (if available)

**2. Choose Your Instrument Type:** Decide what kind of sound you want to make:

- ❖ **Percussion:** Tap, shake, or strike objects (like drums or shakers)
- ❖ **String:** Stretch rubber bands or strings across a box (like a guitar)
- ❖ **Wind:** Blow through a hollow stick or bamboo (like a flute)

**3. Assemble the Instrument:**

- ❖ For a shaker: Put pebbles or seeds inside a bottle or container and close it tightly.
- ❖ For a drum: Stretch a leaf or cloth over a container and tap gently.
- ❖ For a string instrument: Stretch rubber bands of different thickness across a box.

**4. Test Your Sound:** Shake, tap, or pluck your instrument. Adjust to make it louder or softer.

**5. Decorate (Optional):** Use leaves, twigs, or drawings to make your instrument colourful and unique.

**6. Perform:** Play your instrument along with a simple rhythm or a song. Share it with your classmates.

#### **Safety Tips:**

- Do not use sharp objects or break branches dangerously.
- Always ask for adult supervision if needed

Rate yourself by drawing the emoji that suits you better

Yes



NO



Statement	Yes	No
1. I can sing or say the environment words correctly.		
2. Did I use natural materials from my environment?		
3. Does my instrument make sound?		
4. Can I play a simple Rhythm or beat with my instrument?/ Can I play a simple tune with my instrument?		
5. I can remember the meaning of new words.		

**Reflection:**

**1. What did you learn about the environment in today's lesson?**

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**2. One thing I want to improve:**

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