

Free Lyrics and Activities for Bobby Susser Songs - All Roads Lead Home

I'm Happy

by We're Never Far From Home

by Bobby Susser

1. The child/children may sing along to this introductory song.
2. The parent/teacher may want to talk about thoughts that allow the child/children and themselves to FEEL close to home, 'wherever we may go.'

Wherever we may be going

Wherever we may roam

It's so nice to know

Wherever we may go

We're never far far from home

We're never far far from home

All Roads Lead To Home

by Bobby Susser

1. The child/children may sing along with the chorus of this theme song.
2. The parent/teacher may ask the child/children if he/she/they FEEL close to home, wherever they are. And if so, or not, WHY?
3. The parent/teacher may explain to the child/children the benefits of singing and FEELING the words, "All Roads Lead To Home."

Chorus:

All roads lead to home

No matter where you may roam

All roads lead to home

No matter where you may roam

No matter where it is you may roam

All roads lead to home

No matter where you may roam

All roads lead to home

No matter where you may roam

No matter where it is you may roam

If you're ever feeling lonely

There's always that one place, where someone's there for you

And if you think you run too slowly

Just run right to the place, where they believe in you

Just run right to the place, where they believe in you

Chorus

Now anywhere you may be going

You're never really going anywhere alone

And it feels so good when you start knowing

Wherever you may go, you won't be far from home

Wherever you may go, you won't be far from home

Chorus

Chorus (and then FADE)

My Room (It's A Wonderful Feeling)

by Bobby Susser

1. The child/children may sing along.
2. The parent/teacher may ask the child/children to list the favorite things he/she/they like to do in their rooms.
3. The parent/teacher may ask the child/children to draw a picture of his/her/their rooms.
4. The parent/teacher may utilize this song to teach shapes and colors by asking each child the colors in his/her room and to describe as many objects in his/her room as possible. The colors of their rooms and the descriptions of the objects will give the parent/teacher the opportunity to introduce the different colors and four basic shapes: Triangle, square, circle, and rectangle. A child's bed is usually the shape of a rectangle.

My room, my room

Where I can dream, all the dreams I can

My room, my room

Where I can be all the things I am

Chorus:

It's a wonderful feeling

From the floor to the ceiling

It's a wonderful feeling

From the floor to the ceiling

In my room, my room

Where I can play all the games I play

My room, my room

Where I can say all I need to say

Chorus

In my room, my room

Where I can dream, all the dreams I can

My room, my room

Where I can be all the things I am

Chorus

In my room, my room

In my room, my room

Chorus

In my room, my room

In my room, my room

Little Brother, Little Sister

by Bobby Susser

1. The child/children may sing and dance to this song.
2. The parent/teacher may discuss with the child/children how much brothers and sisters need each other.
3. The parent/teacher may also discuss healthy foods that children and entire families should eat.
4. The child/children may also want to tell amusing stories about their brothers and sisters.

My little brother loves to eat

My little brother loves to eat

But every time he starts to eat

So much food gets on his feet

My little sister loves to eat

My little sister loves to eat

But every time she starts to eat

So much food gets on her feet

And you can see what they both eat

And you can see what they both eat

Yes every little thing they eat

Growing on their little feet

I try to help my brother eat

I try to help my sister eat

But when I try to help them eat

So much food gets on my feet

I love my brother more each day

I love my sister more each day

And when they both learn how to eat

They will have much cleaner feet

Grandpa Knows So Many Things

by Bobby Susser

1. The child/children may join the chorus or sing the entire song.

2. The child/children may tell stories about his/her/their grandpas.
3. The parent/teacher may ask the child/children all of the things he/she/they learned from their grandpas.
4. The child/children may draw a picture of something he/she/they do with grandpa.
5. The child/children may want to display a photo of his/her/their grandpa.

Any time I want him to be here

He'll be here for me any old day

And anytime I want to talk with him

He will talk with me any old day

Chorus:

Grandpa knows so many things

Grandpa knows so many things

Grandpa knows, Grandpa knows

Grandpa knows so many things

If there's something I can't understand now

I can ask him to teach me the way

He says "take it a little more slowly"

He says I will learn more every day

Chorus

He once told me that he can remember

When he didn't know what he knows today

Life is so wonderful I'm happy to say

There is something to learn everyday

Chorus (2 times)

Any time I want him to be here

He'll be here for me any old day

And anytime I want to talk with him

He will talk with me any old day

Chorus (2 times)

We Are Like One

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may dance as he/she/they join in singing the chorus.
3. The parent/teacher may want to join the child/children in the singing of the chorus and explain that much like a family, "We are like one."

Chorus:

We are together

We are like one

We are forever

We are like one

We are together

We are like one

We are forever

We are like one

We are like one

Whenever you are sad

I am feeling blue

Whenever you are happy

I am happy too

And anytime of night

Anytime of day

You always have somebody

'Cause I'm here to stay

Chorus

You'll always find a friend

When you look my way

And we can show each other

This and that-a-way

You'll never be alone

I am here with you

Wherever you are going

I am going too

Chorus

You'll always find a friend

When you look my way

And we can show each other

This and that-a-way

You'll never be alone

I am here with you

Wherever you are going

I am going too

Chorus

All You Need Is Your Family

by Bobby Susser

1. The child/children may join in singing the words, "All you need is your family."
2. If the setting is appropriate, the child/children may sway from side to side to the chorus.
3. The parent/teacher may want to explain to the child/children that much like the song, things work out if you have the support of a family.
4. The parent/teacher may want to ask the child/children to name the members of his/her/their families and how they help one another.

Chorus:

All you need is your family

All you really need is your family

All you need is your family

And you'll be fine

All you need is your family

All you really need is your family

All you need is your family

And you'll be fine

And you'll be fine

Things become a little easier

When you begin to see

Things become a little easier

When you begin to see

When you begin to see

That, Chorus

Things become a little easier

When you begin to see

Things become a little easier

When you begin to see

When you begin to see

That, Chorus

All you need is your family

Yes, all you really need is your family

All you need is your family

All you really need is your family

All you need is your family

All you really need is your family

Grandma's Eyes

by Bobby Susser

1. The child/children may sing along.

2. The child/children and parent/teacher may try to whistle along.
3. The child/children may tell his/her/their favorite stories about their grandmas.
4. The parent/teacher may ask the child/children all of the things he/she/they learned from their grandmas.
5. The child/children may draw a picture of something he/she/they do with grandma.
6. The child/children may want to display a photograph of his/her/their grandmas.

Grandma's eyes look at me play

Grandma always wants to know I'm okay

I love to see her

She loves to see me

She's such a great part of my family

Grandma's eyes watch over me

Grandma wants to stay close to me

She's fun to be with

She makes me feel good

I would do for her whatever I could

I feel so happy when I sing this song

I feel so happy 'cause it's grandma's song

Da Da Da Da Da Da Da

Da Da Da Da Da Da Da Da Da Da

Da Da Da Da Da

Da Da Da Da Da Da

Da Da Da Da Da Da Da Da Da Da

Grandma's eyes see everything

Grandma tells me I could be anything

She reads me stories

And tells me some more

So many things I never knew before

Grandma's eyes see everything

Grandma's eyes, grandma's eyes

(Fade)

Growing Up With A Song

1. The child/children may join in the chorus.
2. The parent/teacher may ask the child/children to discuss some things in the world he/she/they wonder about.
3. After the discussion, the parent/teacher may want to gather some material (pictures, books, etc.) which help answer questions that might have been brought forward by the child/children.

I wonder what's behind the door

I just slipped and fell on the waxy floor

But they say I'll be O.K.

Tomorrow's gonna be another day

Chorus:

Growing up with a song

Growing up with a song

You can't go wrong

When you're growing up with a song

I'd like to know a little more

All about everything and then some more

I count the sheep when I'm in bed

I wonder how they fit inside my head

Chorus

Doo doo doo doo doo doo doo doo

Doo doo doo doo doo doo doo doo

But they say I'll be O.K.

Tomorrow's gonna be another day

Chorus (4 times)

Just Because We're Small

by Bobby Susser

1. The child/children may join in the singing.
2. The child/children may enjoy pantomiming the action words which are "reach that", "catch that" and "be that".

Just because we're small

Some say we're never gonna reach that

Some say we're never gonna reach that

Some say we're never gonna reach that

But we know that we will...reach that

Just because we're small

Some say we're never gonna catch that

Some say we're never gonna catch that

Some say we're never gonna catch that

But we know that we will...catch that

Just because we're small
Some say we're never gonna be that
Some say we're never gonna be that
Some say we're never gonna be that
But we know that we will...be that

Even though we're small
We know that we're gonna reach that
We know that we're gonna catch that
We know that we're gonna be that
Yes, we know that we will...reach that
...catch that
...be that
And all the rest and best of that

I'll Always Remember

by Bobby Susser

1. The child/children may sing the line, "I'll always remember," or the entire song.
2. The child/children may list all the things and experiences he/she/they will always remember about their homes, and the parent/teacher may do the same.
3. The parent/teacher may want to point out that the memories of home never leave. And whether literally or figuratively one can go back home. This should be conveyed as a pleasant thought.

I'll always remember

Where I come from

I'll never forget

Everyone there

'Cause that's where I come from

'Cause that's where I come from

And I'll always remember

That place called home

Wherever I go

I'll always know

That I can go back home

That I can go back home

Yes I'll always remember

I'll always remember

I'll always remember

(Fade)

70 (Bringin' It Home To You)

by Bobby Susser

1. The child/children may join in singing the word "Seventy", the entire chorus or the entire song.
2. The child/children may clap hands, and/or dance to the rhythm of the song.
3. The parent/teacher may join in the singing.
4. The parent/teacher may wish to discuss with the child/children HOW, this song, in its own way, supports the idea that ALL ROADS LEAD TO HOME, at ALL AGES. ie. "And I'm Seventy, Bringin' it home to you", "No place I would rather be", and so on. This should create a healthy discussion.

I remember when I was a kid

And I remember every dance step I ever did

I've been around, long enough

Now I believe, I know my stuff

But it took so long, for me to feel, this young

Chorus:

And I'm Seventy

Bringing' it home to you

Seventy

Doin' the things I do

Seventy

Sayin' "How do you do"

Seventy

Seventy and feelin' goooooood

You know that I have had my share of ups and downs

But I've still got my two feet on the ground

I did what I, had to do

I saved the last dance for you

You're always there, in every song I sing

Chorus

Bridge:

Time, time, time is moving faster day by day

Tomorrow's gonna be another yesterday

And I'm so happy to be here with you today

And here I'm gonna stay

Mama, she still looks so good to me

And there ain't no place I would rather be

Since we've both, been seventeen
She's always been, my beauty queen
Standing by me, every single day ay ay ay

Chorus (2-4 times then Fade)

All Roads Lead To Home (Reprise)

1. The child/children may sing along with this final chorus.
2. The child/children may ask the parent/teacher to start this entire collection of songs all over again, or play a particular song.
3. The parent/teacher may want to ask the child/children to choose a good and safe place to put this collection until it is used again.

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NOTE TO PARENTS AND TEACHERS OF YOUNG CHILDREN: All dancing and exercising to songs should be done in a safe and appropriate setting and environment, with adult supervision. Proper clothing should be worn when dancing or exercising (not too big, bulky or confining). Each child's age and personal readiness should be taken into account for any dance or exercise, before he or she is getting ready to begin. If there is the slightest doubt, regarding a child's health in relationship to a dance or exercise, the parent, teacher or other supervising adult should receive the approval of the child's physician.