

Free Lyrics and Activities for Bobby Susser Songs - The Album For All Seasons

Cool, Cool, Cool

by Bobby Susser

1. The child/children may join in the chorus.
2. The parent/teacher may ask the child/children to name something that feels cool. (Jello, raindrops, fanning yourself with a paper fan, sitting in the shade.)
3. The parent/teacher may ask the child/children what he/she/they like most about the autumn season.
4. The parent/teacher may ask the child/children to name the different items of clothing he/she/they wear in the autumn when the weather gets cooler.

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

Some people call it autumn

Some people call it fall

The weather is getting cool

And everyone is back in school

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

Sometimes we wear a sweater

Sometimes a flannel shirt

The nights are getting long

And the early bird sings this song

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

The weather is getting cooler

The weather is getting cooler

It's cool cool cool cool cool cool cool

Hello Mr. Jack-O-Lantern

by Bobby Susser

1. The child/children may sing along.
2. The child/children may be encouraged by the parent/teacher to express particular costumes he/she/they like for Halloween.
3. The parent/teacher may wish to explain to the child/children that a pumpkin is a fruit that grows on the trailing vine of a pumpkin plant.
4. The child/children may draw a jack-o-lantern and put it on display.
5. If the setting is appropriate and safe, the child/children may dance in a circle around a jack-o-lantern.

Hello Mr. Jack-O-Lantern

You're a pumpkin with a smile

Hello Mr. Jack-O-Lantern

Stay with me a little while

Hello Mr. Jack-O-Lantern

Halloween is here today

Hello Mr. Jack-O-Lantern

Do you think I'm dressed okay

Hello Mr. Jack-O-Lantern

You light up Halloween

Hello Mr. Jack-O-Lantern

Do you like my tambourine

Hello Mr. Jack-O-Lantern

Would you like some things to eat

Hello Mr. Jack-O-Lantern

I have food from trick or treat

Hello Mr. Jack-O-Lantern

I love to say hello to you

Hello Mr. Jack-O-Lantern

I love to say hello to you

Hello Mr. Jack-O-Lantern

The Green Leaves

by Bobby Susser

1. This song may be used as an introduction to teach colors while heightening an awareness of changes during autumn.
2. The child/children may draw and color the autumn leaves.
3. If the parent/teacher wishes, he/she may construct a tree by drawing and cutting a tree shape from a large piece of brown oak tag. The child/children may then display the drawn and colored leaves on the tree.
4. The child/children may listen to this song as the parent/teacher plays it during rest, nap, or bedtime.

The green leaves on the

trees turn to yellow

Yes they do

Yes they do

The green leaves on the

trees turn to red

Yes they do

Yes they do

The green leaves on the

trees turn to orange

Yes they do

Yes they do

The green leaves on the

trees turn to brown

Yes they do

Yes they do

And the green that

turn to yellow

The green that turn to red

The green that turn to orange

The green that turn to brown

Fall to the ground

I Love My Coat

by Bobby Susser

1. The child/children may sing along.
2. The parent/teacher may ask the child/children to name something that feels cold. (Snow, ice, ice-cream).
3. As the singer sings of each article of clothing (coat, gloves, hat), through pantomime, the child/children may pretend to wear that particular article of clothing.
4. The parent/teacher may ask the child/children to name his/her/their favorite article of winter clothing.
5. As a reading readiness activity, the parent/teacher may choose to draw a coat, gloves and/or hat, and write the name of the article next to each drawing. If possible, the child/children may copy each drawing and word on a piece of paper or index card. This may be the beginning or an addition to the child's/children's collection of picture words.

I love my coat

I love my coat

It keeps me nice and warm

I love my coat

I love my coat

It keeps me nice and warm

The days are shorter

The nights are longer

The wind is blowing

The grass stopped growing

And it's cold cold cold

But I love my coat

I love my coat

It keeps me nice and warm

I love my coat

I love my coat

It keeps me nice and warm

It's really freezing

My friend is sneezing

My hands start shaking

There's no mistaking

That it's cold cold cold

But I love my gloves

I love my gloves

They keep me nice and warm

I love my gloves

I love my gloves

They keep me nice and warm

I wear my red hat

My winter red hat

My head is covered

My ears are covered

'Cause it's cold cold cold

I love my hat

I love my hat

It keeps me nice and warm

I love my hat

I love my hat

It keeps me nice and warm

And I love my coat

I love my coat

I love my gloves

I love my gloves

I love my hat

I love my hat

I love my coat

I love my coat

I love my gloves

I love my gloves

I love my hat

I love my hat

I love all the clothes that keep me warm

Snowflakes

by Bobby Susser

1. The child/children may sing along with the song.
2. The child/children may draw snowflakes, a great snowman and name him.
3. The parent/teacher may ask the child/children to share a memorable experience he/she/they had in the snow.

Snowflakes flying all around

Snowflakes flying all around

Look so pretty

Look so pretty

Look so pretty

Flying all around

Flying all around

Snowflakes sticking to the ground

Snowflakes sticking to the ground

Look so pretty

Look so pretty

Look so pretty

Snowflakes on the ground

Snowflakes on the ground

Snowflakes make a great snowman

Snowflakes make a great snowman

Name him Billy

Name him Willy

Name him Silly

Name him if you can

Name him if you can

Snowflakes start to melt away

Snowflakes start to melt away

All the sunshine

All the sunshine

All the sunshine

Melts the snow away

Melts the snow away

But-

Snowflakes will come back again

Snowflakes will come back again

In the winter

In the winter

In the winter

They come back again

They come back again

They come back again

They come back again

I Can Hear The Sleigh Bells Ringing

by Bobby Susser

1. The child/children may join in the chorus.
2. The parent/teacher may give the child/children sleigh bells or similar bells. The child/children can then shake the bells in various rhythmic patterns to the song.
3. If the setting is appropriate and safe, the child/children may dance to the song.
4. The child/children and parent/teacher may discuss the many joys of Christmas, Santa Claus, and the spirit of this holiday during the winter season.

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

Ring ring ring

I can hear the sleigh bells ringing

It's Christmas Eve and Santa Claus

is on his way to me

He's coming down the chimney

with a present on his knee

I knew he would be here

I knew he would be here

He's coming down the chimney

with a present on his knee

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

Ring ring ring

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

Ring ring ring

I can hear the sleigh bells ringing

And every year he passes by

and brings a gift for me

I always leave him cookies

underneath the Christmas tree

They're gone in the morning

They're gone in the morning

The cookies that I left him

underneath the Christmas tree

And I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

Ring ring ring

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

Ring ring ring

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

I can hear the sleigh bells ringing

Ring ring ring

I can hear the sleigh bells ringing

Springtime Is Here Again

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may clap hands to the song.
3. The parent/teacher may may ask the child/children to name something that feels warm. (Blanket, one's body after exercise, mittens.)
4. The parent/teacher may ask the child/children to name some flowers that begin to grow in the spring, and if possible, draw pictures of these flowers to be hung in the child's/children's room.

Springtime is here again

It's getting warmer everyday

Springtime is here again

It's getting warmer everyday

Flowers

Pretty little flowers

And the grass is growing high

Flowers

Pretty little flowers

And the grass is growing high

Springtime is here again

It's getting warmer everyday

Springtime is here again

It's getting warmer everyday

Daytime

We have much more daytime

And the days are getting long

Daytime

We have much more daytime

And the days are getting long

Springtime is here again

It's getting warmer everyday

Springtime is here again

It's getting warmer everyday

Da da

Da da da da da da

Da da da da da da da

Flowers

Pretty little flowers

And the grass is growing high

Springtime is here again

It's getting warmer everyday

Baseball, Baseball

by Bobby Susser

1. The child/children may join in the chorus.
2. The child/children may sing along with the coach, "Keep your eye on the ball."
3. The parent/teacher may choose to introduce the idea of staying focused on a goal to succeed; And in doing so, he/she may refer to the line, "Keep your eye on the ball", as an example of focusing on a goal. Whenever and however the parent/teacher decides to teach this idea, it will be one that the child/children can utilize throughout his/her/their lives.
4. The parent/teacher may want to discuss how baseball, as well as other sports, may be enjoyed by girls as well as by boys.

It's the time of year we start to play

baseball baseball

It's the time of year we start to play

baseball baseball

Billy loves to be the second baseman

Sarah really loves to pitch the ball

Matthew hits the ball over the fences

And the coach says keep your eye on the ball

It's the time of year we start to play

baseball baseball

It's the time of year we start to play

baseball baseball

Everybody's playing in the sunshine

There goes Abbe sliding down to third

Everybody's screaming hit a home run

And the coach says keep your eye on the ball

It's the time of year we start to play

baseball baseball

It's the time of year we start to play

baseball baseball

Kathy's always been a real fine catcher

Justin's always great in centerfield

Everybody wants to win the ball game

And the coach says keep your eye on the ball

It's the time of year we start to play

baseball baseball

It's the time of year we start to play

baseball baseball

It's the time of year we start to play

baseball baseball

baseball baseball

baseball baseball baseball

You Can Feel The Spring

by Bobby Susser

1. The child/children may sing along with the song.
2. The child/children may imitate the sound of birds singing along.
3. The parent/teacher may ask the child/children to discuss the things he/she/they like to do in the spring.
4. The parent/teacher may ask the child/children "What happens that makes you feel spring is here?"
5. The parent/teacher may ask the child/children to draw a picture of a spring setting.

You can feel the Spring

You can feel the Spring

Everywhere you go

You can hear the birds sing

And watch all the flowers grow

Spring is really nice

Spring is really nice

There's a lot to do

Just take a look around

It's all here for me and you

Doo Doo Doo Doo Doo

Doo Doo Doo Doo Doo

Doo Doo Doo Doo Doo

Doo Doo Doo Doo Doo Doo

Doo Doo Doo Doo Doo Doo Doo

You can feel the Spring

You can feel the Spring

Everywhere you go
You can hear the birds sing
And watch all the flowers grow
Spring is really nice
Spring is really nice
There's a lot to do
Just take a look around
It's all here for me and you
Just take a look around
It's all here for me and you
Just take a look around
It's all here for me and you

In The Summertime

by Bobby Susser

1. The child/children may join the chorus.
2. The parent/teacher may ask the child/children what he/she/they like most during the summer season.
3. The parent/teacher may ask the child/children to name something that feels hot. (The sun, soup that is just cooked is too hot to drink and we must wait a little while for it to cool off so we don't burn ourselves, wearing a winter coat in the summer will make us feel hot.)

In the summertime days are easy
In the summertime it gets hot
In the summertime days are easy
In the summertime it gets hot

The days are longer than they were before

And everybody's got some time to play

some more

The nights are shorter than they were before

And we can spend a lot of time down by the shore

In the summertime days are easy

In the summertime it gets hot

In the summertime days are easy

In the summertime it gets hot

School is over now just like a holiday

And everyone wants to have some fun today

The sun is getting hotter everyday

And lots of people want to swim the day away

In the summertime days are easy

In the summertime it gets hot

In the summertime days are easy

In the summertime it gets hot

In the summertime days are easy

In the summertime it gets hot

In the summertime days are easy

In the summertime it gets hot

In the summertime days are easy

In the summertime it gets hot

In the summertime days are easy

In the summertime it gets hot

It's Too Hot For That

by Bobby Susser

1. The children may join in and sing the line "It's too hot for that", or they may sing the entire song.
2. If the setting is appropriate and safe, the child/children may dance to the song.
3. The parent/teacher may ask the child/children to name his/her/their favorite article of summer clothing when the weather gets hot.
4. The parent/teacher may ask the child/children to draw a picture of a summer setting and if possible, further express his/her/their personal feelings by naming it.

I don't need my coat

I don't need my coat

It's too hot for that

It's too hot for that

It's too hot for that today

It's too hot for that today

I don't need my gloves

I don't need my gloves

It's too hot for that

It's too hot for that

It's too hot for that today

It's too hot for that today

I don't need my sweater

I don't need my sweater

It's too hot for that

It's too hot for that

It's too hot for that today

It's too hot for that today

I don't need my winter clothes

I don't need my winter clothes

It's too hot for that

It's too hot for that

It's too hot for that today

It's too hot for that today

It's too hot for that

It's too hot for that

It's too hot for that today

It's too hot for that today

Fireflies

by Bobby Susser

1. This song may be used to help children expand their horizons by eliminating their possible fear of the dark (unknown).
2. This song may also be used as an introduction to lessons about insects.
3. The child/children may listen to this song as the parent/teacher plays it during rest, nap, or bedtime.

Twinkle twinkle fireflies when I go to sleep

Fireflies light up the skies

It's not so dark

When I go to sleep

It's not so dark

When I go to sleep

Twinkle twinkle fireflies when I go to sleep

Fireflies light up the skies

Twinkle twinkle fireflies when I go to sleep

All Songs (C) Bobby Susser. All Rights Reserved. Used By Permission.

Unauthorized duplication is a violation of applicable laws.

No part of these lyrics and/or activities may be reproduced or transmitted in any form or by any means without permission of the copyright owner.

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.