

Free Lyrics and Activities for Bobby Susser Songs - I Have Songs In My Pocket

I Have Songs In My Pocket

by Bobby Susser

Purpose: To help appreciate and value the significant role songs play in our lives, and how readily available they are to us.

1. The child/children may sing the chorus or the entire song.
2. The parent/teacher may list some songs the child/children may be familiar with or easily understand and sing along with. The parent/teacher may then ask the child/children why he/she/they chose a particular song, how does the song make them feel, does it teach them anything, and does it remind them of anything they have experienced.
3. If the setting is appropriate and safe, the child/children may pantomime the song.
4. If the child's/children's age and maturity has reached a readiness, the parent/teacher may want to discuss how songs make you feel good. Even singing a sad song gives you the opportunity to let out your inner feelings.

I have songs in my pocket

I have songs in my dreams

I have songs in my pocket

I have songs in my dreams

So anytime you need a good friend

I have a pocketful for you

Take the song you need now

And that is all you have to do

That is all you have to do

I have songs in my pocket

I have songs in my dreams

I have songs in my pocket

I have songs in my dreams

Yes, I have songs to make us happy

I have a new one everyday

Some you'll want to dance to

And some you'll want to sing all day

Some you'll want to sing all day

I have songs in my pocket

I have songs in my dreams

I have songs in my pocket

I have songs in my dreams

Oh, they can teach us lots of new things

You can hear what is right and wrong

They will always be there

There's nothing like a real good song

Nothing like a real good song

I have songs in my pocket

I have songs in my dreams

I have songs in my pocket

I have songs in my dreams

So, anytime you need a good friend

I have a pocketful for you

Take the song you need now

And that is all you have to do

That is all you have to do

I have songs in my pocket

I have songs in my dreams

I have songs in my pocket

I have songs in my dreams

Dee Dah Day

by Bobby Susser

Purpose: To introduce the sound of letter D, beginning numbers, and add self confidence.

1. The child/children may sing along.
2. The child/children may shout out "one two three" along with the vocalist in the first verse.
3. The parent/teacher may ask the child/children to list one word beginning with the D sound, then two, then three. If the child/children can list more he/she/they may be encouraged to do so.
4. The parent/teacher may ask the child/children to list words he/she/they know that rhyme with any of the words in the song; Thus broadening their language and vocabulary.

Sing the song along with me

Dee dah day dee dah day

Here we go now one two three

Dee dah day dee dah day

Now that we have all begun

Dee dah day dee dah day

We can have a lot of fun

Dee dah day dee dah day

Dee dah day dee dah day

Dee dah day dee dah day

We can sing it rain or shine

Dee dah day dee dah day

We can sing it anytime

Dee dah day dee dah day

We can sing it to a friend

Dee dah day dee dah day

We can sing it to the end

Dee dah day dee dah day

Music Is Like Magic

by Bobby Susser

Purpose: To create a feeling of togetherness, interaction, action, and reaction, and an appreciation for music and songs as well as musical rhythm and beat.

1. The child/children may sing along “Hey hey hey hey hey hey, Ho ho ho ho ho ho”, or the entire song with the vocalist.

2. The child/children may clap hands to the song.

3. If the setting is appropriate and safe, the child/children may dance to the song.

Music is like magic

Music is like magic

You can't really see it

You can't really touch it

You can't see it

You can't touch it

But it bounces in the air

And it feels good everywhere

Let me hear you sing hey

Let me hear you sing hey

Hey hey hey hey hey hey

Hey hey hey hey hey hey

Let me hear you sing ho

Let me hear you sing ho

Ho ho ho ho ho ho

Ho ho ho ho ho ho

Music is like magic

Music is like magic

You can't really see it

You can't really touch it

You can't see it

You can't touch it

But it bounces in the air

And it feels good everywhere

Let me hear you sing hey

Let me hear you sing hey

Hey hey hey hey hey hey

Hey hey hey hey hey hey

Let me hear you sing ho

Let me hear you sing ho

Ho ho ho ho ho ho

Ho ho ho ho ho ho

Once again let me hear you sing hey

Let me hear you sing hey

Hey hey hey hey hey hey

Hey hey hey hey hey hey

And again let me hear you sing ho

Let me hear you sing ho

Ho ho ho ho ho ho

Ho ho ho ho ho ho

Hey hey hey hey hey hey

Hey hey hey hey hey hey

Ho ho ho ho ho ho

Ho ho ho ho ho ho

Bip Bam Boom

by Bobby Susser

Purpose: To introduce the sound of letter B, create a feeling for musical rhythm and beat, and add self confidence.

1. The child/children may sing along.
2. The child/children may clap hands to the song.
3. If the setting is appropriate and safe, the child/children may dance to the song.
4. The parent/teacher may ask the child/children to make a list of words beginning with the B sound.
5. The parent/teacher may ask the child/children to list words he/she/they know that rhyme with any of the words in the song; Thus broadening their language and vocabulary.

Bip bam boom bip bam boom

It may not mean a thing

It may not mean a thing

But it feels so good everytime I sing

Bip bam boom bip bam boom

I know that you can I know that you can

Bip bam boom with me so show me that you can

Bip bam boom bip bam boom

It's always nice to hear it's always nice to hear

Every little voice singing loud and clear

Bip bam boom bip bam boom

Sing A Song Each Day

by Bobby Susser

Purpose: To enjoy and appreciate songs.

1. The child/children may sing the chorus or the entire song to this sing along.
2. The parent/teacher may want to discuss with the child/children why it feels good to, "Sing A Song Each Day" (ie: It helps express your feelings, share your thoughts, etc.)

Sing a song each day

It feels so good and helps you on your way

Sing a song each day

It feels so good and helps you on your way

There are times when nothing's going right

There are times when everything is bright

There are times when nothing's going fine

There are times when everything will shine

So, sing a song each day

It feels so good and helps you on your way

Sing a song each day

It feels so good and helps you on your way

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 da da

So, sing a song each day

It feels so good and helps you on your way

Sing a song each day

It feels so good and helps you on your way

There are times when nothing's going right

There are times when everything is bright

There are times when nothing's going fine

There are times when everything will shine

So, sing a song each day

It feels so good and helps you on your way

Sing a song each day

It feels so good and helps you on your way

Sing a song each day

It feels so good and helps you on your way

Sing a song each day

It feels so good and helps you on your way

There Are Colors All Around

by Bobby Susser

Purpose: To introduce some basic colors, add more self confidence, and create interaction, action, and reaction through the song.

1. The child/children may sing along with the chorus or the entire song.
2. The parent/teacher may ask the child/children to draw a picture of a blue sky, green grass, yellow banana, orange orange, and red apple. (Where necessary, the parent/teacher may help the child/children with the drawings). As the vocalist sings of each color, the child/children may stand, hold up the picture of the color the singer is singing about, and sing along. (ie: "The sky is blue blue blue blue blue blue").
3. The child/children may draw a special picture of his/her/their favorite color.

There are colors all around

From the sky down to the ground

There are colors all around

From the sky down to the ground

You can see them you can see them

You can see them just look around

You can see them you can see them

You can see them just look around

The sky is blue blue blue blue blue blue

The grass is green green green

green green green

The banana is yellow yellow yellow

yellow yellow yellow

The orange is orange orange orange

orange orange orange

The apple is red red red red red red

There are colors all around

From the sky down to the ground

There are colors all around

From the sky down to the ground

You can see them you can see them

You can see them just look around

You can see them you can see them

You can see them just look around

The sky is blue blue blue blue blue blue

The grass is green green green

green green green

The banana is yellow yellow yellow

yellow yellow yellow

The orange is orange orange orange

orange orange orange

The apple is red red red red red red

There are colors all around

From the sky down to the ground

There are colors all around

From the sky down to the ground

Fill The World With Songs

by Bobby Susser

Purpose: To create the importance of songs in our lives, bring a feeling of togetherness, and encourage socialization.

1. The parent/teacher may ask the child/children to sing along.
2. If possible, the child/children may make up a song and then discuss what feelings he/she/they had that made him/her/them write that song.
3. The parent/teacher may sing along.

Fill the world with music fill the world with songs

Fill the world with music fill the world with songs

Fill the world with songs

You can make up your own words

and music too

You can teach me how it goes I'll sing with you

We can start to sing it in the morning light

And we'll sound so friendly on the darkest night

Fill the world with music fill the world with songs

Fill the world with music fill the world with songs

Fill the world with songs

`Cause you're special and

you sing the way you do

When you sing a real old song it sounds

brand new

People say that music makes the world

go round

But it's all up to you and me

to make those sounds

Fill the world with music fill the world with songs

Fill the world with music fill the world with songs

Fill the world with songs

Just Do It

by Bobby Susser

Purpose: To create self confidence, and further develop the self.

1. The child/children may join in the chorus or sing the entire song.
2. The child/children may draw a picture of something he/she/they tried to do and accomplished.
3. The parent/teacher may want to discuss the idea that we all can do lots of things we often think we cannot do, but we have to try and "Just Do It".
4. If the child's/children's age and maturity has reached a readiness, the parent/teacher may want to discuss how accomplishments, after trying, lead to self respect, confidence, and make for happier people.

Did you ever did you ever

Did you ever feel so afraid

Did you ever did you ever

Did you ever feel so afraid to ride a bike

I once did now I know what to do

Just do it do it I know that you can

Just do it do it you'll see that you can

Did you ever did you ever

Did you ever think you can't read

Did you ever did you ever

Did you ever think you can't read

a great big book

I once did now I know what to do

Just do it do it I know that you can

Just do it do it you'll see that you can

Did you ever did you ever

Did you ever think you can't sing

Did you ever did you ever

Did you ever think you can't sing

a song like this

I once did now I know what to do

Just do it do it I know that you can

Just do it do it you'll see that you can

Just do it do it I know that you can

Just do it do it you'll see that you can

A Very Special Day

by Bobby Susser

Purpose: To create a feeling and the importance of togetherness and socialization.

1. The child/children may join

in the chorus.

2. If there is a group of children and the setting is appropriate and safe, they may stand, and hold hands as they sing.

3. The parent/teacher may ask the child/children to draw a picture of all people singing and celebrating together which would be, "A Very Special Day".

There's a day for mothers

There's a day for fathers
And birthdays for me and you
There's a day for pumpkins
And a day for turkey
Even one for groundhogs too

So why don't we why don't we
Have a special day a very special day
For everyone to celebrate
For everyone to celebrate
Singing all together on that day
That would be a very special day

There's a day for trumpets
There's a day for sleigh bells
And some days for violins
There's a day for winning
There's a day for losing
'Cause some days you just can't win

So why don't we why don't we
Have a special day a very special day
For everyone to celebrate
For everyone to celebrate
Singing all together on that day
That would be a very special day

Doo doo doo doo doo doo

Doo doo doo doo doo doo doo

Doo doo doo doo doo doo doo

There's a day for pumpkins

And a day for turkey

Even one for groundhogs too

So why don't we why don't we

Have a special day a very special day

For everyone to celebrate

For everyone to celebrate

Singing all together on that day

That would be a very special day

That would be a very special day

Hello Hello Goodbye Goodbye

by Bobby Susser

Purpose: To develop fine motor skills, right/left discrimination, a sense of rhythm, coordination, and basic counting skills to five.

1. The child/children may join the vocalist in saying "Hello, hello, hello, goodbye, goodbye, goodbye".
2. The parent/teacher may write the numbers one through five, and ask the child/children to copy the numbers to develop number recognition. Some children who can count and write higher numbers should be encouraged to do so.
3. The parent/teacher may participate in the exercise.

Wave one finger on your right hand

Wave it side to side

Wave two fingers on your right hand

Wave them side to side

Wave three fingers on your right hand

Wave them side to side

Wave four fingers on your right hand

Wave them side to side

Wave five fingers on your right hand

Wave them side to side

And now wave all five fingers

Hello hello hello

Goodbye goodbye goodbye

And now wave all five fingers

Hello hello hello

Goodbye goodbye goodbye

Wave one finger on your left hand

Wave it side to side

Wave two fingers on your left hand

Wave them side to side

Wave three fingers on your left hand

Wave them side to side

Wave four fingers on your left hand

Wave them side to side

Wave five fingers on your left hand

Wave them side to side

And now wave all five fingers

Hello hello hello

Goodbye goodbye goodbye

And now wave all five fingers

Hello hello hello

Goodbye goodbye goodbye

Hello hello hello

Goodbye goodbye goodbye

Hello hello hello

Goodbye goodbye goodbye

Sleepy Head

by Bobby Susser

Purpose: For rest period, nap, or bedtime.

1. The child/children may listen to this lullaby as he/she/they rest, prepare for nap, or sleep.

The time has come to go to bed

For every little sleepy head

And by the early morning

When the day begins

We can sing about a sleepy head

We can sing about a little sleepy head

Mmm mmm mmm mmm mmm

mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm

Mmm mmm mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm mmm mmm mmm mmm

The time has come to go to bed

For every little sleepy head

And by the early morning

When the day begins

We can sing about a sleepy head

We can sing about a little sleepy head

Mmm mmm mmm mmm mmm

mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm

Mmm mmm mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm mmm mmm

Mmm mmm mmm mmm mmm

mmm mmm mmm mmm mmm mmm

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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.