



# BOBBY SUSSEER SONGS™

For Children



## THE ALBUM FOR ALL SEASONS

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# BOBBY SUSSEY SONGS

For Children

## The Album For All Seasons

An integral part of a child's development is an awareness of his/her environment. Each day and season can convey a lasting image to a child. When children recognize every season for its distinctive features, they develop a constructive emotional sentiment which is attached to each of the seasons. It is this emotional sentiment that helps develop the child's perception and understanding of himself/herself in relationship to his/her surroundings. The twelve original easy-to-learn songs (three for each season), in this album, were written and produced to introduce children to the seasons, and give them a feeling and a flavor for each one. In addition, these songs may serve as a beginning to science lessons for young children. Whatever the climate may actually be, it is my hope that while children sing and listen to every one of these songs, they will develop a greater appreciation for each season. This album comes from my heart to children with all my sincerity.

Bobby Susser

For children Ages 2-8, Grades Pre-K to 3, including ESL & Special Education Children. Parent /Teacher notes, suggested activities and lyrics included. Home & Classroom tested.

## 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  
Hello Mr. Jack-O-Lantern  
Hello Mr. Jack-O-Lantern  
Hello Mr. Jack-O-Lantern  
Hello Mr. Jack-O-Lantern  
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  
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  
Ringing ringing  
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  
Ringing ringing  
I can hear the sleigh bells ringing



I can hear the sleigh bells ringing  
I can hear the sleigh bells ringing  
Ringing ringing  
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  
Ringing ringing  
I can hear the sleigh bells ringing

I can hear the sleigh bells ringing  
I can hear the sleigh bells ringing  
Ringing ringing  
I can hear the sleigh bells ringing

I can hear the sleigh bells ringing  
I can hear the sleigh bells ringing  
Ringing ringing  
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 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  
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

Springtime is here again  
It's getting warmer everyday  
Springtime is here again  
It's getting warmer everyday

Springtime is here again  
It's getting warmer everyday  
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

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

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  
 Fireflies light up the skies  
 Fireflies light up the skies  
 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  
 Fireflies light up the skies  
 Fireflies light up the skies  
 Fireflies light up the skies

Twinkle twinkle fireflies when I go to sleep

Bobby Susser, M.A. Communication Arts and Sciences and Early Childhood Education, Columbia University, has written and produced original easy-to-learn children's songs for over twenty years as well as the internationally acclaimed, "Once You Understand", for teenagers. Three times an Early Childhood News Directors' Choice Award Winner and recipient of Dr. Toy's/The Institute of Childhood Resources' "Best Children's Vacation Products Award", Susser chooses and works with several types of singers and musicians depending upon the song, style, and subject matter. He feels that the performance as well as the song must be believable, honest, and sincere. These important qualities are the running threads throughout his original songs. Listen to his songs and you'll discover a serious and careful effort to help kindle imagination, empathy, understanding, compassion, and socialization in our children, which are key elements in the development of the self. Like his songs, Bobby Susser is believable, honest, and sincere. *He's an original!*



# BOBBY SUSSE<sup>TM</sup>R SONGS

For Children



## The Album For All Seasons

1. Cool, Cool, Cool 3:12
2. Hello Mr. Jack-O-Lantern 2:33
3. The Green Leaves 2:41
4. I Love My Coat 2:55
5. Snowflakes 2:04
6. I Can Hear The Sleigh Bells Ringing 2:33
7. Springtime Is Here Again 3:15
8. Baseball, Baseball 2:39
9. You Can Feel The Spring 2:13
10. In The Summertime 2:18
11. It's Too Hot For That 2:21
12. Fireflies 2:16

**PRODUCER:** Bobby Susser

**ENGINEERS:** Fred Guarino, Mark Gaide

**VOCALS:** Mike Green, Deanna Jones, Lika Dozier, James Thompson, Roberta Nelson, and The Bobby Susser Singers

**KEYBOARDS:** Mark Gaide, Edward Jackson

**GUITAR:** Dave Newton

**BASS:** Mike Green

**PERCUSSION:** Mark Gaide, Bobby Miller

**STUDIO:** Tiki Recording Studios

**COVER ART:** Lou Zaccchia

**ART DIRECTOR:** Carol Anderson

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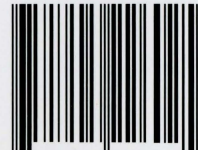
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