

For Children Ages 2-8 Parent/Teacher notes & lyrics enclosed
Home & Classroom Tested

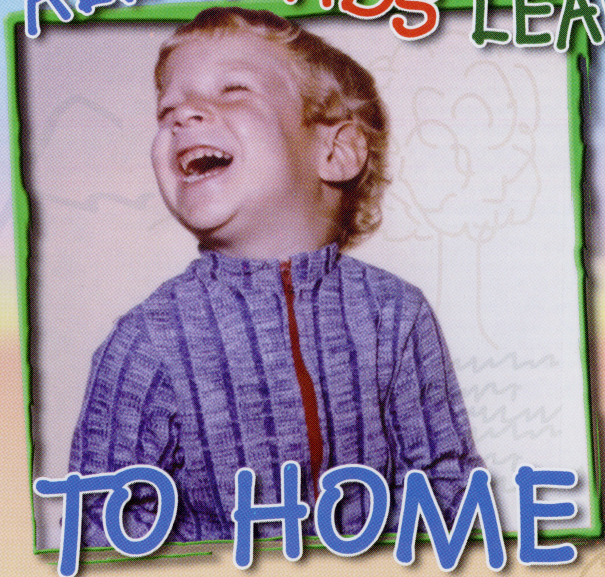


BOBBY SUSSE SONGS™

For Children



ALL ROADS LEAD



Includes the Song 70 (Bringin' It Home To You) for All Ages



All Roads Lead To Home

The songs and activities in this collection were written and produced so that young children may appreciate "HOME" and "FAMILY", while singing and having fun. The songs were kept upbeat to help teach all children to FEEL the importance of a happy home and family. Whether a child has two moms, two dads, one mom, one dad, is being raised by an aunt, uncle, grandma, etc., and whether living in an eight bedroom house or shelter, each child will have some sense of family and home. Family and home are essential to the core of a child's being, forever. It is no secret that throughout history, the family structure has been broken down many times and continues to be one of the central issues in society. And, we need to make things better for our children. It's an ongoing duty of ours. I think, once children FEEL all the positives that may be derived from a happy, healthy home, and family, wherever that may be and with whomever, they can then carry those feelings with them throughout their lives. From the first song, "We're Never Far From Home" to the last, "70 (Bringin' It Home To You)", I worked very hard, hoping that young children will be comforted by realizing that "All Roads Lead To Home" at age 2, 70, 90, and forever.

Bobby Susser

For children ages 2-8, grades PreK-3, including ESL, Special Education Children, and Special Needs. Parent/Teacher notes, suggested activities, purpose and lyrics included. Home & Classroom Tested.

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 room
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 room
All roads lead to home
No matter where you may room
No matter where it is you may room
All roads lead to home
No matter where you may room
All roads lead to home
No matter where you may room
No matter where it is you may room

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
No matter where you may room
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

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 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
 Bringin' it home to you
 Seventy
 Do in' the things I do

Seventy
 Sayin' "How do you do"
 Seventy
 Seventy and feelin' gooooooood

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

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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 Bobby Susser



BOBBY SUSSEER SONGS™

For Children



All Roads Lead to Home

1. We're Never Far From Home :36 sec
2. All Roads Lead To Home 3:52
3. My Room (It's A Wonderful Feeling) 2:53
4. Little Brother, Little Sister 2:32
5. Grandpa Knows So Many Things 3:12
6. We Are Like One 3:28
7. All You Need Is Your Family 3:38
8. Grandma's Eyes 2:12
9. Growing Up With A Song 2:30
10. Just Because We're Small 1:45
11. I'll Always Remember 1:15
12. 70 (Bringin' It Home To You) 4:20
13. All Roads Lead To Home (Reprise) :37

PRODUCER: Bobby Susser

ARRANGERS: Mark Falchook, Barbara Porcelain

ENGINEER: Lou Gimenez

STUDIO: The Music Lab

VOCALS: The Bobby Susser Singers, The Bobby Susser Children's Chorus, Mike Green,
 Deanna Jones, James Thompson, Paula Atherton, Bobby Susser

GUITAR: Lou Gimenez

BASS: Mike Green

KEYBOARDS: Mark Falchook, Carl Brandon

DRUMS: John Daly, Peter Deitz

PERCUSSION: Paul David, Joel Burns, Bobby Susser

All Songs Written by Bobby Susser

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Bobby Susser, M.A. Communication Arts and Sciences and Early Childhood Education, Columbia University, has written and produced original, easy-to-learn, award winning children's songs since 1972 as well as the internationally acclaimed, "Once You Understand," for teenagers. Six times he has been awarded the Early Childhood News Directors' Choice Award, Dr. Toy's/The Institute for Childhood Resources' "Best Children's Vacation Products Award," "100 Best Children's Products Award," "10 Best Audio-Video Products Award," "10 Best Socially Responsible Products," and the "Parents' Choice Award" for his ongoing series "Bobby Susser Songs for Children." He has also contributed and recorded an official theme song to the world renowned St. Jude Children's Research Hospital. Bobby 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 and activities. 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, (in a most entertaining way) which are key elements in the development of self. Bobby Susser is believable, honest and sincere. He's an original!



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