Name _____

4th Grade Modified Math Remote Learning Packet

Week 7

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

Parents please note that all academic are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Connect while at Home!

Subscribe to my YouTube Channel to catch up with previously taught lessons or refer back to Math concepts if you are to need additional assistance.

Look up by the name of the channel	→	Melissa Lewis

or

With your cell phone open up the camera and focus on the QR code. It will take you to my YouTube channel!	→	

- Please do not separate either packet.
- Please do not remove any pages from either packet.
- Please return both packets completed on the date in which you will pick up the next set of packets.
- All HOMEWORK will be done remotely for the next 2 weeks. You will submit ALL assignment in your google classroom.


Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 7 Day 1 Date: _____

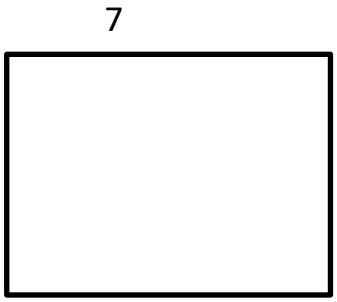
BCCS-B Howard Morehouse Hampton

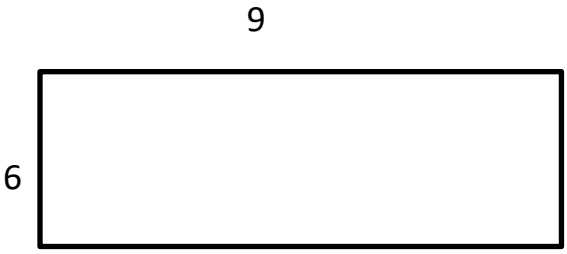
LEQ: How can CUBES help me solve word problems that involve area/perimeter?

Objective: I can solve multiplicative word problems using CUBES and area/perimeter formulas.

Do Now

Find the area and perimeter of the following 2 rectangles:





Area= _____ Area= _____

Perimeter= _____ Perimeter= _____

Input

Problem 1: A rectangle is 1 inch wide. It is 3 times as long as it is wide. Use square tiles to find its length.

Area= _____

Perimeter = _____

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

This rectangle is 2x as long as the first one we looked at. Find the area and perimeter of this rectangle.

Area= _____

Perimeter= _____

This rectangle is 3x as long as the first rectangle we looked at. Find the area and perimeter of this rectangle.

Area= _____

Perimeter = _____

Problem 2: A rectangle is 2 meters wide. It is 3 times as long as it is wide. Draw to find its length.

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 3: Solve a multiplicative comparison word problem using the area and perimeter formulas.

Christine painted a mural with an area of 18 square meters and a length of 6 meters. What is the width of her mural? Her next mural will be the same length as the first but 4 times as wide. What is the perimeter of her next mural? Use CUBES to solve.

CFU

1. A rectangular porch is 4 feet wide. It is 3 times as long as it is wide. Label the diagram with the dimensions of the porch.

Find the perimeter of the porch. _____

Name: _____ Week 7 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

2. A narrow rectangular banner is 5 inches wide. It is 6 times as long as it is wide.

Draw a diagram of the banner, and label its dimensions.

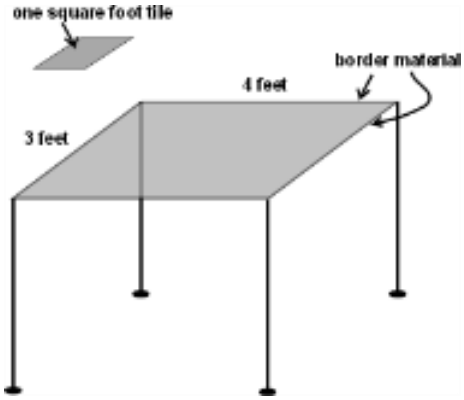
Find the perimeter and area of the banner.

Area= _____

Perimeter= _____

Application Problem

Tommy's dad is teaching him how to make tables out of tiles. Tommy makes a small table that is 3 feet wide and 4 feet long. How many square-foot tiles does he need to cover the top of the table? How many feet of decorative border material will his dad need to cover the edges of the table?



Name: _____ Week 7 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. A table is 2 feet wide. It is 6 times as long as it is wide.

a. Label the diagram with the dimensions of the table.

b. Find the perimeter of the table. Perimeter= _____

2. A blanket is 4 feet wide. It is 3 times as long as it is wide.

a. Draw a diagram of the blanket, and label its dimensions.

b. Find the perimeter and area of the blanket.

Perimeter = _____ Area = _____


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 7 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can CUBES help me solve word problems that involve area/perimeter?

Objective: I can demonstrate my understanding of area and perimeter by solve multi-step multiplicative problems using the formulas I've learned and CUBES.

Do Now

Draw a rectangle with a width of 3m and a length that is 4x as long. What is the area and perimeter of the rectangle that you drew?

Input

Problem 1:

The rectangular projection screen in the school auditorium is 5 times as long and 5 times as wide as the rectangular screen in the library. The screen in the library is 4 feet long with a perimeter of 14 feet. What is the perimeter of the screen in the auditorium? Use CUBES to solve.

Name: _____ Week 7 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2:

The width of David's rectangular tent is 5 feet. The length is twice the width. David's rectangular air mattress measures 3 feet by 6 feet. If David puts the air mattress in the tent, how many square feet of floor space will be available for the rest of his things?

CFU

Katie cut out a rectangular piece of wrapping paper that was 2 times as long and 3 times as wide as the box that she was wrapping. The box was 5 inches long and 4 inches wide. What is the perimeter of the wrapping paper that Katie cut?

Name: _____ Week 7 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

A rectangular poster is 3 times as long as it is wide. The poster has perimeters of 24 inches. What are the lengths and widths of the poster?


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use patterns and rules to help make multiplying by 10, 100 and 1000 easier?

Objective: I can identify patterns when multiplying by 10,100 and 1000 in arrays and numerically.

Do Now

Number Correct: _____

A

Squares and Unknown Factors

1.	2 × 2 =		23.	3 × _____ = 21	
2.	2 × _____ = 4		24.	3 × 3 =	
3.	3 × 3 =		25.	4 × _____ = 20	
4.	3 × _____ = 9		26.	4 × _____ = 32	
5.	5 × 5 =		27.	4 × 4 =	
6.	5 × _____ = 25		28.	5 × _____ = 20	
7.	1 × _____ = 1		29.	5 × _____ = 40	
8.	1 × 1 =		30.	5 × 5 =	
9.	4 × _____ = 16		31.	6 × _____ = 18	
10.	4 × 4 =		32.	6 × _____ = 54	
11.	7 × _____ = 49		33.	6 × 6 =	
12.	7 × 7 =		34.	7 × _____ = 28	
13.	8 × 8 =		35.	7 × _____ = 56	
14.	8 × _____ = 64		36.	7 × 7 =	
15.	10 × 10 =		37.	8 × _____ = 24	

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Do Now

B

Number Correct: _____

Improvement: _____

Squares and Unknown Factors

1.	5 x 5 =		23.	3 x _____ = 24	
2.	5 x _____ = 25		24.	3 x 3 =	
3.	2 x 2 =		25.	4 x _____ = 12	
4.	2 x _____ = 4		26.	4 x _____ = 28	
5.	3 x 3 =		27.	4 x 4 =	
6.	3 x _____ = 9		28.	5 x _____ = 10	
7.	1 x 1 =		29.	5 x _____ = 35	
8.	1 x _____ = 1		30.	5 x 5 =	
9.	4 x _____ = 16		31.	6 x _____ = 24	
10.	4 x 4 =		32.	6 x _____ = 48	
11.	6 x _____ = 36		33.	6 x 6 =	
12.	6 x 6 =		34.	7 x _____ = 21	
13.	9 x 9 =		35.	7 x _____ = 63	
14.	9 x _____ = 81		36.	7 x 7 =	
15.	10 x 10 =		37.	8 x _____ = 32	

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

What is a pattern you see in the set of problems below?

3 ones x 1= 3

3 ones x 10= 30

3 ones x 10 x 10 = 300

3 ones x 10 x 10 x 10 = 3,000

The pattern that I see is _____

_____

_____

Problem 1: model the problem above in the place value chart below.

Thousands	Hundreds	Tens	Ones

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2:

Draw place value disks to represent products when multiplying by a two-digit number.

15 x 10= _____

Thousands	Hundreds	Tens	Ones

22 x 100

Thousands	Hundreds	Tens	Ones

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

We can solve problems like 15 x 10 and 22 x 100 in a much easier way by using the _____ rule.

When you are multiplying a number by a multiple of 10, 100 or 1,000 we can:

- Drop the zeros from the problem
- Multiply the basic fact
- Add the zeros back to the product

Let's practice!

15 x 10 = _____ 22 x 100= _____

Problem 3: Use the zero rules to solve:

4 x 20= _____

6 x 400 = _____

4 x 500 = _____

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Problem 1:

Draw place value disks and arrows to represent each product of:

5 x 100= _____

5 x 10 x 10= _____

5 ones x 100 = _____

Thousands	Hundreds	Tens	Ones

Problem 2:

Fill in the blanks in the following equations.

a. $6 \times 10 =$ _____ b. _____ $\times 6 = 600$ c. $6{,}000 =$ _____ $\times 1{,}000$

d. $10 \times 4 =$ _____ e. $4 \times$ _____ $= 400$ f. _____ $\times 4 = 4{,}000$

g. $1{,}000 \times 9 =$ _____ h. _____ $= 10 \times 9$ i. $900 =$ _____ $\times 100$

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Problem 3: Solve using the zeros trick

3x 40=	4 x 4,000	3 x 200	4 x 5,000

Application Problem

Samantha received an allowance of $3 every week. By babysitting, she earned an additional $30 every week. How much money did Samantha have in four weeks, combining her allowance and her babysitting? Use CUBES to solve.

Name: _____ Week 7 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

Solve the following.

5 x 10= _____ _____ x 5 = 100

10 x 2= _____ _____ x 20 = 2,000

10 x 18= _____ _____ = 32 x 10


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use patterns and rules to help make multiplying by 10, 100 and 1000 easier?

Objective: I can recognize patterns when multiply by multiples of 10, 100 and 1000 by single digit numbers.

Do Now

Solve the following:

3 x 2= _____

3 x 20= _____

3 x 200= _____

30 x 2= _____

2 x 3,000= _____

Input

Problem 1: Use place value disks to represent multiplication patterns.

2 ones × 4= _____

Thousands	Hundreds	Tens	Ones

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Input

2 tens × 4= _____

Thousands	Hundreds	Tens	Ones

2 hundreds × 4= _____

Thousands	Hundreds	Tens	Ones

2 thousands × 4= _____

Thousands	Hundreds	Tens	Ones

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2: Numerically represent single-digit numbers times a multiple of 10.

8 × 2= _____

8 × 20= _____

8 × 200= _____

8 × 2,000= _____

What are some similarities you notice between the equations and products?

I notice that _____

_____

_____

Problem 3: Solve a word problem by finding the sum of two different products of a single-digit number by a two- and three-digit multiple of 10.

1. Francisco played a video game and earned 60 points for every coin he collected. He collected 7 coins. How many points did he earn for the coins that he collected?

2. Francisco also earned 200 points for every level he completed in the game. He completed 7 levels. How many points did he earn for the levels that he completed?

3. What was the total number of points that Francisco earned?

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Problem 1: use what you know about patterns and the zero rule to solve the problems below.

20 x 7	3 x 60	3 x 400	2 x 800
7 x 30	60 x 6	400 x 4	4 x 8,000

Problem 2:

Brianna buys 3 packs of balloons for a party. Each pack has 60 balloons. How many balloons does Brianna have?

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Problem 3:

Jordan has twenty times as many baseball cards as his brother. His brother has 9 cards. How many cards does Jordan have?

Application Problem

At a concert, there were 5,000 people in the audience. That was 1,000 times the number of performers. How many performers were at the concert?

Name: _____ Week 7 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. Solve the following

c. 6×400	d. 2×900
g. 500×6	h. $8 \times 5{,}000$

2. Bonnie worked for 7 hours each day for 30 days. How many hours did she work altogether? Use CUBES to solve.


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use patterns and rules to help make multiplying by 10, 100 and 1000 easier?

Objective: I can multiply 2-digit multiples of 10 by 2-digit multiples of 10 using an area model.

Do Now

There are 400 children at Park Elementary School. Park High School has 4 times as many students. How many students in all attend both schools? Use CUBES to solve.

Input

What's wrong?

6 x 500=300

What did I do wrong? Why did I not use the zero rule correctly?

The product to the equation above is incorrect because _____

_____

_____

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 1: multiply a 2 digit multiple of 10 by a 2 digit multiple of 10

30 x 20

How many zeros? _____

If we drop both of the zeros we have the basic fact _____

3 x 2 = _____

If we bring those 2 zeros back we get _____

So 30 x 20 = _____

This shows us that no matter where the _____ are in the number we can still apply the zero _____ to solve.

Problem 2: Create an area model to represent the multiplication of a two-digit multiple of 10 by a two-digit multiple of 10.

40 x 20

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 3: Use an area model to represent the multiplication of a two-digit multiple of 10 by a two-digit multiple of 10.

50 x 40= _____

Rewrite the problem using units: _____

Solve in standard form.

60 x 30

Rewrite the problem using units: _____

Solve in standard form.

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Problem 1:

Draw an area model to represent 30 × 40.

3 tens × 4 tens = _____

30 x 40= _____

Draw an area model to represent 20 × 50.

2 tens x 5 tens= _____

20 x 50= _____

Problem 2:

Rewrite each equation in unit form and solve.

Model

20 x 20= 400

2 tens x 2 tens = 4 hundreds

60 x 20= _____

_____

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

70 x 20= _____

_____

70 x 30= _____

_____

Application Problem

One ticket to the symphony costs $50. How much money is collected if 80 tickets are sold? Use CUBES to solve.

Name: _____ Week 7 Day 5 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket

1. Draw an area model to represent 20 × 30

20 x 30 = _____

2 tens x 3 tens= _____

2. Every night, Eloise reads 40 pages. How many total pages does she read at night during the 30 days of November? Use CUBES to solve.

Name _____

4th Grade Modified Math Remote Learning Packet

Week 8

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

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- All HOMEWORK will be done remotely for the next 2 weeks. You will submit ALL assignment in your google classroom.


Brighter Choice
Charter School for Boys
Day # 1

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use partial products to help support a standard algorithm?

Objective: I can solve 2-digit by 1-digit multiplication problems using partial products and a standard algorithm.

Do Now

Number Correct: _____

A

Multiply Multiples of 10, 100, and 1,000

1.	3 × 2 =	
2.	30 × 2 =	
3.	300 × 2 =	
4.	3,000 × 2 =	
5.	2 × 3,000 =	
6.	2 × 4 =	
7.	2 × 40 =	
8.	2 × 400 =	
9.	2 × 4,000 =	
10.	3 × 3 =	
11.	30 × 3 =	
12.	300 × 3 =	
13.	3,000 × 3 =	
14.	4,000 × 3 =	
15.	400 × 3 =	

23.	7 × 5 =	
24.	700 × 5 =	
25.	8 × 3 =	
26.	80 × 3 =	
27.	9 × 4 =	
28.	9,000 × 4 =	
29.	7 × 6 =	
30.	7 × 600 =	
31.	8 × 9 =	
32.	8 × 90 =	
33.	6 × 9 =	
34.	6 × 9,000 =	
35.	900 × 9 =	
36.	8,000 × 8 =	
37.	7 × 70 =	

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

B

Number Correct: _____

Improvement: _____

Multiply Multiples of 10, 100, and 1,000

1.	4 × 2 =	
2.	40 × 2 =	
3.	400 × 2 =	
4.	4,000 × 2 =	
5.	2 × 4,000 =	
6.	3 × 3 =	
7.	3 × 30 =	
8.	3 × 300 =	
9.	3 × 3,000 =	
10.	2 × 3 =	
11.	20 × 3 =	
12.	200 × 3 =	
13.	2,000 × 3 =	
14.	3,000 × 4 =	
15.	300 × 4 =	

23.	9 × 5 =	
24.	900 × 5 =	
25.	8 × 4 =	
26.	80 × 4 =	
27.	9 × 3 =	
28.	9,000 × 3 =	
29.	6 × 7 =	
30.	6 × 700 =	
31.	8 × 7 =	
32.	8 × 70 =	
33.	9 × 6 =	
34.	9 × 6,000 =	
35.	800 × 8 =	
36.	9,000 × 9 =	
37.	7 × 700 =	

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Today we are going to be solving multiplication problems using a strategy called _____ products.

Before we start, let's write down some definitions so that we understanding some of the terms that we are going to be working with today.

Factors- _____

_____

Product- _____

Partial Product- _____

_____

Thousands	Hundreds	Tens	Ones

2x 23= _____

Standard Algorithm

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Partial Products Tool Kit

1. Set the problem up vertically
2. Multiply the ones
3. Multiply the tens
4. Add the products together

Problem 2: 4 x 54

5 x 42

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

2 x 32= _____

Place value chart	Standard Algorithm

3 x 61= _____

Place value chart	Standard Algorithm

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

4 x 84= _____

Place value chart	Standard Algorithm

Application Problem

Sam bought 3 bags of Halloween candy. Each bag had 76 pieces, how many total pieces of candy did Sam buy?

Name: _____ Week 8 Day 1 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket: google form

Represent the following expressions with disks, regrouping as necessary. To the right, record the partial products vertically.

6 x 41= _____

Place value chart	Standard Algorithm

7 x 31= _____

Place value chart	Standard Algorithm


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I use partial products to help support a standard algorithm?

Objective: I can solve 3-digit by 1-digit multiplication problems using partial products and a standard algorithm.

Do Now

Andre buys a stamp to mail a letter. The stamp costs 46 cents. Andre also mails a package. The postage to mail the package costs 5 times as much as the cost of the stamp. How much does it cost to mail the package and letter? Use CUBES to solve.

Input

Problem 1: Represent 2 × 324 with disks. Write a matching equation, and record the partial products vertically.

Place value	Standard algorithm

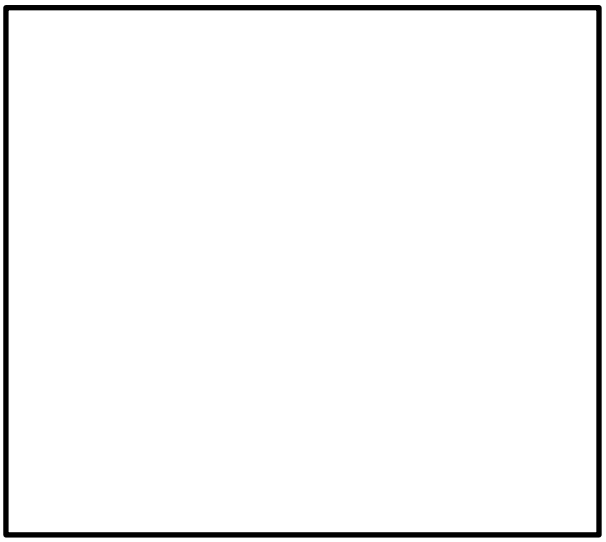
Name: _____ Week 8 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Problem 2:

Solve 4 x 605 using partial products.



Problem 3: Using an area model and partial products to solve 6,379 x 4.

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

CFU

Directions: Use either partial products or an area model to solve each problem below

2 x 213	3 x 214	3 x 1,254

Application Problem

Every day at the bagel factory, Cyndi makes 5 different kinds of bagels. If she makes 144 of each kind, what is the total number of bagels that she makes?

Name: _____ Week 8 Day 2 Date: _____

BCCS-B Howard Morehouse Hampton

Exit Ticket: google form

Directions: Use either partial products or an area model to solve each problem below.

4 x 513	3 x 1,054


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

LEQ: How can I prove my understanding of the skills taught?

Objective: I can demonstrate my understanding of topic A-C by scoring 80% or more on my quiz.

Do Now

The community playground wants to build a fence around the whole thing. They determined the width to me 124m wide and 217m long. How much fencing will they need in all?

Input

Looking at the problem below, what is the easiest way to solve. Write your strategy on your paper

40 x 300

The easiest way to solve this problem is to _____

_____

_____

_____

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

What is the “Zero Rule”?

- _____
- _____
- _____

Let’s Practice multiplying with zeros

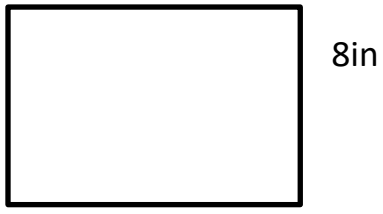
3 x 500	30 x 400	80 x 50	200 x 70

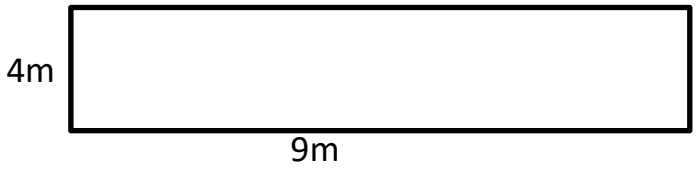
Area: is the amount a space an object takes up. We find the area of a rectangle or square by multiplying _____.

Perimeter: is the distance around a share. We find the perimeter of ANY shape by _____ the lengths of ALL the sides together.

Let’s Practice

Find the area of the 2 shapes below.



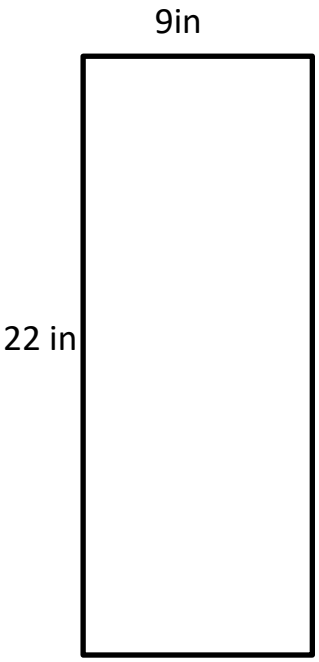


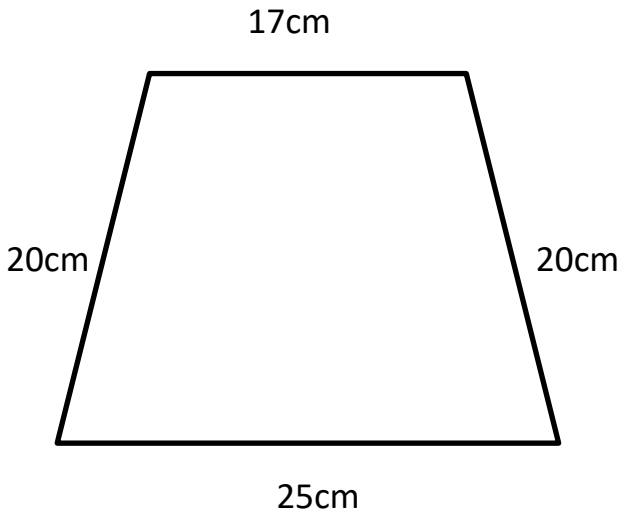
Name: _____ Week 8 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

Input

Find the perimeter of the 2 shapes below





Area models/Partial Products

3 x 414

Area model	Partial products

Name: _____ Week 8 Day 3 Date: _____

BCCS-B Howard Morehouse Hampton

2 x 4129

Area model	Partial products

today's quiz will be posted in your google math classroom. You will solve each question on paper and then enter your answers on the google form and submit.

NO HOMEWORK TODAY


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 8 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

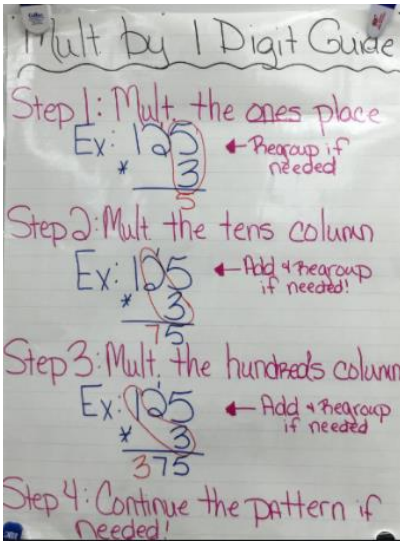
LEQ: How can I use partial products to help support a standard algorithm?

Objective: I can solve 4-digit by 1-digit multiplication problems using partial products and a standard algorithm.

Do Now

Calculate the total amount of milk in three cartons if each carton contains 236 mL of milk.

Input



Name: _____ Week 8 Day 4 Date: _____

BCCS-B Howard Morehouse Hampton

Input

We are going to use the tool kit to help us solve problems using a standard algorithm.

- 162 x 6
- 5 x 237
- 6 x 716

CFU

$$\begin{array}{r} 251 \\ \times \quad 3 \\ \hline \end{array}$$

Name: _____ Week 8 Day 4 Date: _____

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Input

$$\begin{array}{r} 1\ 3\ 5 \\ \times\quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3\ 9\ 2 \\ \times\quad 6 \\ \hline \end{array}$$

Application Problem

Shane measured 457 mL of water in a beaker. Olga measured 3 times as much water. How much water did they measure altogether?

Name: _____ Week 8 Day 4 Date: _____

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Exit Ticket: google form

$$\begin{array}{r} 608 \\ \times \quad 9 \\ \hline \end{array} \qquad \begin{array}{r} 574 \\ \times \quad 7 \\ \hline \end{array}$$

Morgan is 23 years old. Her grandfather is 4 times as old. How old is her grandfather?