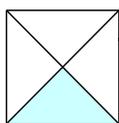
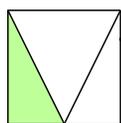


1 Trois élèves ont voulu colorier un tiers de la surface d'un carré. Ont-ils juste ? Justifie.

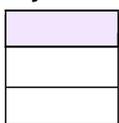
Hélène



Lucie



Jean

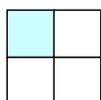


Hélène :

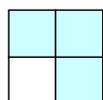
Lucie :

Jean :

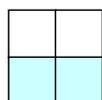
2 Pour chaque figure, indique la fraction de la surface totale qui est colorée.



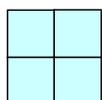
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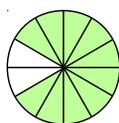
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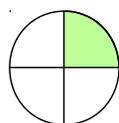
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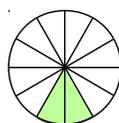
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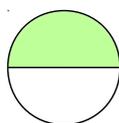
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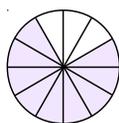
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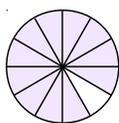
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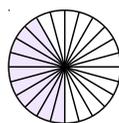
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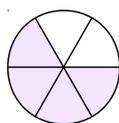
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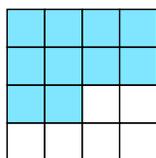
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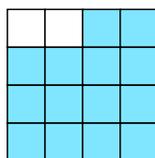
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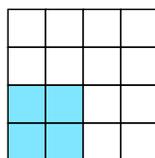
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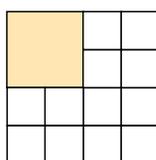
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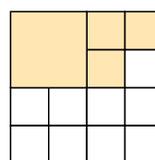
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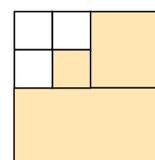
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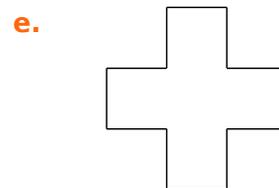
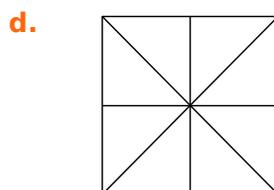
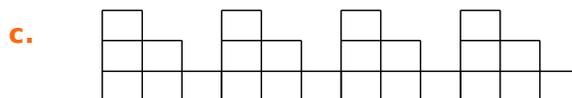
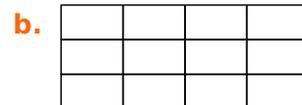


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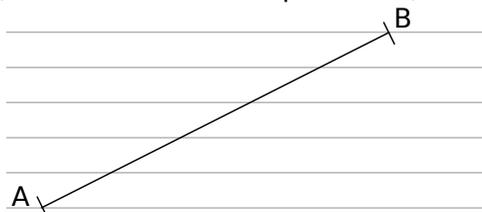


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3 Colorie les trois quarts de la surface de chaque figure.



4 Voici un segment [AB] tracé sur un « guide âne » (ensemble de droites parallèles).



Sur les droites ci-dessous :

a. reporte un segment dont la longueur est égale à un cinquième de celle du segment [AB].



b. reporte un segment dont la longueur est égale à trois cinquièmes de celle du segment [AB].



c. reporte un segment dont la longueur est égale à sept cinquièmes de celle du segment [AB].



5 Guide âne

a. Construis un « guide âne » sur une feuille de papier calque (droites espacées de 0,5 cm).

b. Avec ce guide d'âne, repasse en rouge sur le segment ci-dessous un segment dont la longueur est égale à $\frac{3}{7}$ de celle du segment [CD].



c. Repasse en bleu un segment dont la longueur est égale à $\frac{9}{7}$ de celle du segment [EF].

