

Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Measurement - Year 5

Table of Contents	
Presentation: Measurement	
Classroom Display: Metric Prefix Ladder	
Classroom Display: Measurement Families	
Classroom Display: Accuracy Matters	
Activity: Measurement Match Lab	
Game: Precision Partners	
Activity: Measurement Stations	
Worksheet 1: Metric Prefix Patterns	
Worksheet 2: Accuracy in Action	
Worksheet 3: Mixed Measures	
Worksheet 4: Measurement Decisions	
Quiz: Measurement	
Assessment: Measurement Mastery	
Rubric: Measurement Mastery	



METRIC PREFIX LADDER



kilo (k)

hecto (h)

deca (da)

base unit
(m, g, L)

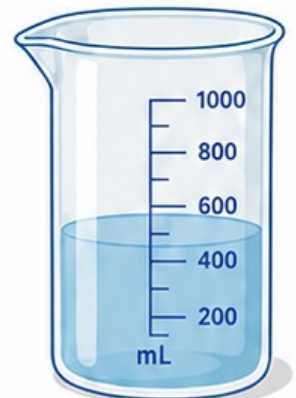
deci (d)

centi (c)

milli (m)



Each step is
 $\times 10$ to the right
and $\div 10$ to
the left.



1 km = 1000 m



1 kg = 1000 g



1 L = 1000 mL



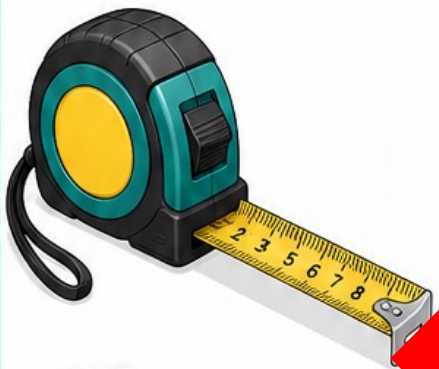
1 m = 100 cm = 1000 mm



MEASUREMENT FAMILIES

LENGTH

mm • cm • m • km



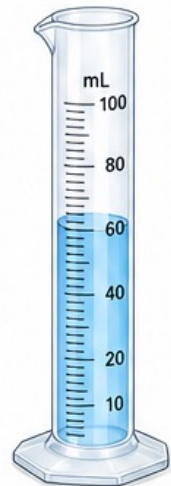
MASS

mg • g • kg • t



CAPACITY

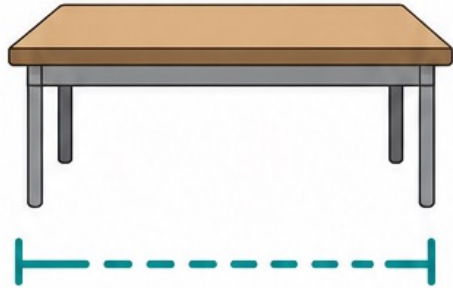
mL • L



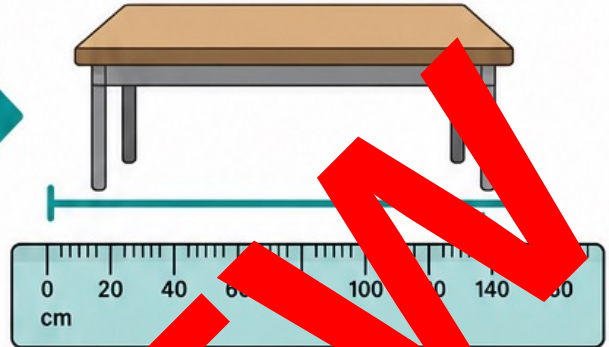
Choose the attribute first, then choose a sensible unit.

ACCURACY MATTERS

Length: about 1 m



1 m 37 cm



Mass: about 2 kg



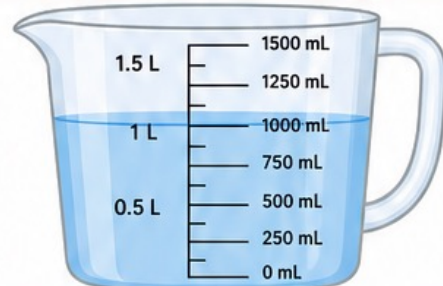
2 kg 350 g



Capacity: about 1 L



1 L 250 mL



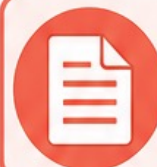
Use a smaller unit or a combination of units when detail matters.



Estimate first.



Measure carefully.



Record the unit.

MEASUREMENT MATCH LAB

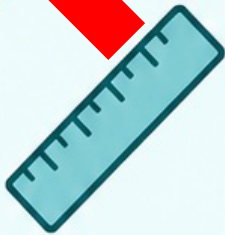
Sort each scenario by attribute, then choose the best unit.



YOU NEED

sorting mat, scenario cards, recording paper

1. Shuffle the scenario cards.
2. Place each card under LENGTH, MASS or CAPACITY.
3. Name the most sensible unit.
4. Explain whether a smaller or combined unit would improve accuracy.
5. Check that every answer is reasonable.



LENGTH



MASS



CAPACITY

MEASUREMENT MATCH LAB – SORTING MAT

LENGTH



What is measured?



Best unit(s)?



Why is it sensible?

MASS



What is measured?



Best unit(s)?



Why is it sensible?

CAPACITY



What is measured?



Best unit(s)?



Why is it sensible?

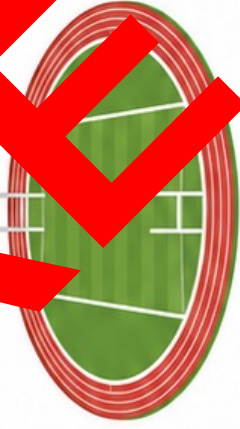
PREVIEW

SCENARIO CARDS A

thickness
of a coin



length of
a school oval



distance from
Melbourne
to Geelong



mass of
an apple



mass of
a bicycle



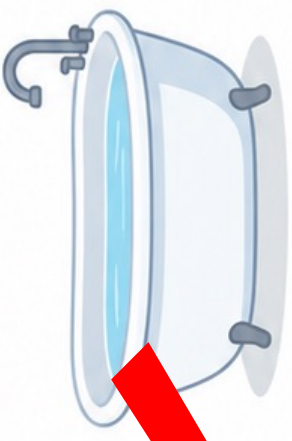
mass of
a grain of sand



capacity of
a medicine spoon

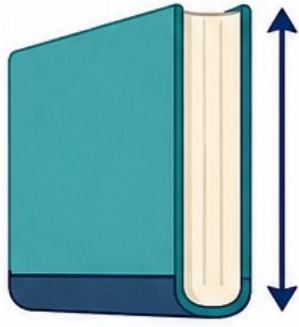


capacity of
a bathtub



SCENARIO CARDS B

width of
a book



height of
a doorway



distance of
a fun run



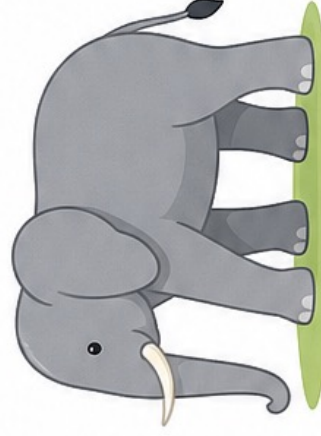
mass of
a paperclip



mass of
a bag of flour



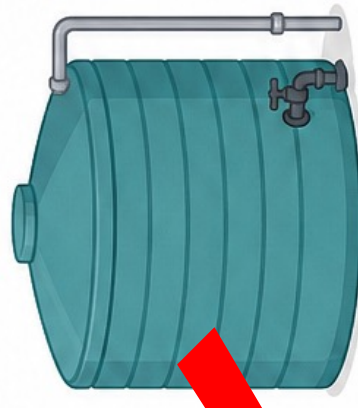
mass of
an elephant



capacity of
a juice box



capacity of
a rainwater tank



PRECISION PARTNERS

Match equivalent measurements written in different forms.

2-4 PLAYERS



YOU NEED: shuffled cards and a clear table

- 1 Cut out and shuffle all cards.
- 2 Place cards face down.
- 3 Turn over two cards.
- 4 Keep the pair if the measurements are equivalent.
- 5 The player with the most pairs wins.



A pair can use whole units, mixed units or decimals.

PRECISION PARTNERS — LENGTH

1 m 25 cm

125 cm

2 km 300 m

2300 m

850 mm

85 cm

3 m 6 mm

306 cm

PREVIEW

PRECISION PARTNERS — MASS

1 kg 250 g

1250 g

2.5 kg

2500 g

750 g

0.75 kg

4 kg 800 g

4080 g

PREVIEW

PRECISION PARTNERS – CAPACITY

1 L 250 mL

1250 mL

2.4 L

2400 mL

750 mL

0.75 L

3 L 60 mL

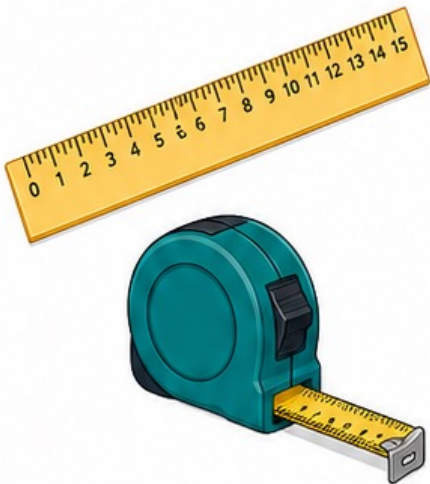
3060 mL

PREVIEW

MEASUREMENT STATIONS

Estimate, measure, record and justify.

LENGTH LAB



MASS LAB



CAPACITY LAB



YOU NEED

- rulers and tape measures
- balance or digital scale
- measuring jug or cylinder
- safe classroom objects and containers
- recording sheet

- 1 Estimate before using a tool.
- 2 Choose a sensible unit.
- 3 Measure carefully.
- 4 Add a smaller unit if it improves accuracy.
- 5 Explain your choice.



Use dry, classroom-safe materials and carry tools carefully.

MEASUREMENT STATION TASKS

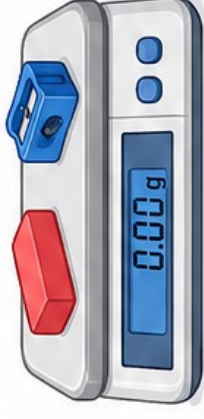
1. Measure a pencil to the nearest millimetre.



2. Measure a desk width using metres and centimetres.



3. Compare the mass of two small classroom objects in grams.



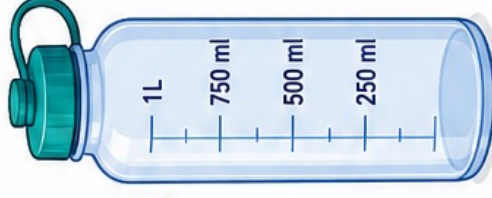
4. Measure a school bag using kilograms and grams.



5. Measure the capacity of a cup in millilitres.



6. Measure a bottle using litres and millilitres.



Name: _____

MEASUREMENT STATIONS — RECORDING SHEET

Task	Object or container	Estimate	Instrument	Accurate measurement	Why this unit?
1					
2					
3					
4					
5					
6					

When did a smaller or combined unit improve your accuracy?

Name: _____

METRIC PREFIX PATTERNS — PAGE 1

A. Write these prefixes from largest to smallest.

centi • kilo • milli • base unit • deci • deca • hecto

1	2	3	4	5	6	
---	---	---	---	---	---	--

B. Complete each relationship.

1 km = _____ m

2 m = _____ cm

3 cm = _____ mm

4 kg = _____ g

5 L = _____ mL

C. Write $\times 10$ or $\div 10$ for each one-step move.

1 kilo $\rightarrow$ hecto _____

2 base unit $\rightarrow$ deci _____

3 centi $\rightarrow$ milli _____

4 milli $\rightarrow$ centi _____

Name: ANSWERS

METRIC PREFIX PATTERNS — PAGE 1

A. Write these prefixes from largest to smallest.

centi • kilo • milli • base unit • deci • deca • hecto

1	2	3	4	5	6	
kilo	hecto	deca	base unit	deci	centi	milli

B. Complete each relationship.

1 km = 1000 m

2 m = 200 cm

3 cm = 10 mm

4 kg = 1000 g

5 L = 500 mL

C. Write $\times 10$ or $\div 10$ for each one-step move.

1 kilo $\rightarrow$ hecto $\times 10$

2 base unit $\rightarrow$ deci $\times 10$

3 centi $\rightarrow$ milli $\times 10$

4 milli $\rightarrow$ centi $\div 10$

Name: _____

METRIC PREFIX PATTERNS – PAGE 2

A. Complete the equivalent measures.

1. 3 m = cm

2. 450 cm = m cm

3. 2 kg = g

4. 1 kg 250 g = g

5. 4 L = mL

6. 2 L 350 mL = L mL

7. 1800 mm = cm

8. 2 km 400 m = km m

B. Explain your thinking.

Why are millimetres given a more accurate length than centimetres for a small object?

Name: ANSWERS

METRIC PREFIX PATTERNS – PAGE 2

A. Complete the equivalent measures.

1. 3 m = cm

2. 450 cm = m cm

3. 2 kg = g

4. 1 kg 250 g = g

5. 4 L = mL

6. 2 L 350 mL = mL

7. 1800 mm = cm

8. 2 km 400 m = m

B. Explain your thinking.

Why can millimetres give a more accurate length than centimetres for a small object?

Millimetres are smaller than centimetres, so they can record finer differences in length.

Name: _____

ACCURACY IN ACTION — PAGE 1

A. Circle the more detailed record.

1. 15 cm or 15 cm 7 mm

2. 2 kg or 2 kg 34 g

3. 1 L or 1 L 125 mL

4. 1 m or 1 m 5 cm

B. Write the best unit and instrument.

Object	Unit	Instrument
thickness of a book		
mass of an apple		
capacity of a medicine spoon		
length of a classroom		

ACCURACY IN ACTION — PAGE 1

A. Circle the more detailed record.

1. 15 cm or 15 cm 7 mm
2. 2 kg or 2 kg 34 g
3. 1 L or 1 L 125 mL
4. 1 m or 1 m 50 cm

B. Write the best unit and instrument.

Object	Unit	Instrument
thickness of a coin	mm	ruler with millimetre marks
mass of an apple	g	digital scale
capacity of a medicine spoon	mL	measuring syringe or spoon
length of a classroom	m and cm	tape measure

Name: _____

ACCURACY IN ACTION — PAGE 2

A. Rewrite using mixed units.

1. 168 cm = _____ m _____ cm

2. 2345 g = _____ kg _____ g

3. 1275 mL = _____ L _____ mL

B. Circle the finer record.

1. 2 m or 2 m 12 cm

2. 0.5 kg or 512 g

3. 1.3 L or 1 L 200 mL

C. Explain your thinking.

Why use millimeters when cutting a wooden dowel to fit a model?

Why use kilograms and grams together for a parcel?

Name: ANSWERS

ACCURACY IN ACTION — PAGE 2

A. Rewrite using mixed units.

1. 168 cm = 1 m 68 cm

2. 2345 g = 2 kg 345 g

3. 1275 mL = 1 L 275 mL

B. Circle the finer record.

1. 2 m or 2 m 23 cm

2. 0.5 kg or 512 g

3. 1.3 L or 1 L 200 mL

C. Explain your thinking.

Why use millimetres when cutting a wooden dowel to fit a model?

Millimetres record tiny differences, helping the dowel fit accurately.

Why use kilograms and grams together for a parcel?

Kilograms and grams give useful detail while keeping the parcel measurement easy to read.

Name: _____

MIXED MEASURES — PAGE 1

LENGTH

1. 4 m = _____ cm
2. 3 m 25 cm = _____ cm
3. 1800 mm = _____ cm
4. 2 km 400 m = _____ m

MASS

1. 3 kg = _____ g
2. 1 kg 75 g = _____ g
3. 4500 g = _____ kg _____ g
4. 2.0 kg = _____ g

CAPACITY

1. 2 L = _____ mL
2. 2 L 90 mL = _____ mL
3. 3250 mL = _____ L _____ mL
4. 0.75 L = _____ mL

MIXED MEASURES — PAGE 1

LENGTH

1. 4 m = 400 cm
2. 3 m 25 cm = 325 cm
3. 1800 mm = 180 cm
4. 2 km 400 m = 2400 m

MASS

1. 3 kg = 3000 g
2. 1 kg 75 g = 1075 g
3. 4500 g = 4 kg 500 g
4. 2600 g = 2600 g

CAPACITY

1. 5 L = 5000 mL
2. 2 L 90 mL = 2090 mL
3. 3250 mL = 3 L 250 mL
4. 0.75 L = 750 mL

Name: _____

MIXED MEASURES — PAGE 2

A. Solve.

1. Maya jumps 1 m 86 cm. Noah jumps 178 cm. Who jumps farther, and by how many centimetres?

2. Bag A has a mass of 2 kg 450 g. Bag B has a mass of 2 kg. Which bag is heavier, and by how many grams?

3. Jug A holds 1 L 650 mL. Jug B holds 1750 mL. Which jug holds more, and by how many millilitres?

B. Order each group from least to greatest.

1. 950 mm, 1 m 2 cm, 98 cm

2. 1.2 kg, 1150 g, 1 kg 80 g

3. 750 mL, 0.8 L, 1 L 50 mL

Name: **ANSWERS**

MIXED MEASURES — PAGE 2

A. Solve.

1. Maya jumps 1 m 86 cm. Noah jumps 178 cm. Who jumps farther, and by how many centimetres?

Maya by 8 cm

2. Bag A has a mass of 2 kg 450 g. Bag B has a mass of 2 kg. Which bag is heavier, and by how many grams?

Bag A by 150 g

3. Jug A holds 1 L 650 mL. Jug B holds 1750 mL. Which jug holds more, and by how many millilitres?

Jug B by 100 mL

B. Order each group from least to greatest.

1. 950 mm, 1 m 2 cm, 98 cm

950 mm, 98 cm, 1 m 2 cm

2. 1.2 kg, 1150 g, 1 kg 80 g

1 kg 80 g, 1150 g, 1.2 kg

3. 750 mL, 0.8 L, 1 L 50 mL

750 mL, 0.8 L, 1 L 50 mL

Name: _____

MEASUREMENT DECISIONS — PAGE 1

For each situation, name the attribute, best unit, suitable instrument and sensible accuracy.

Situation	Attribute	Unit	Instrument	Accuracy
thickness of a 20-cent coin				
length of a basketball court				
mass of a strawberry				
mass of a moving truck				
capacity of a medicine bottle				
capacity of a rainwater tank				

Name: ANSWERS

MEASUREMENT DECISIONS — PAGE 1

For each situation, name the attribute, best unit, suitable instrument and sensible accuracy.

Situation	Attribute	Unit	Instrument	Accuracy
thickness of a 20-cent coin	length	mm	ruler or calipers	nearest mm
length of a basketball court	length	m and cm	trundle wheel or tape measure	nearest cm
mass of a strawberry	mass	g	digital scale	nearest g
mass of a moving truck	mass	t and kg	weighbridge	nearest kg
capacity of a medicine bottle	capacity	mL	measuring syringe	nearest mL
capacity of a rainwater tank	capacity	L	tank gauge or meter	nearest L

Name: _____

MEASUREMENT DECISIONS — PAGE 2

Riley is building a classroom reading nook. Choose units and tools that make each job accurate and practical.

1. Measure the wall width for a shelf.

Unit(s): _____

Tool: _____

2. Measure the shelf-board thickness.

Unit(s): _____

Tool: _____

3. Measure the mass of a box of books.

Unit(s): _____

Tool: _____

4. Record the capacity of a paint can.

Unit(s): _____

Tool: _____

5. Measure the curtain length.

Unit(s): _____

Tool: _____

6. Which measurement needs the finest accuracy? Explain why.

Name: ANSWERS

MEASUREMENT DECISIONS — PAGE 2

Riley is building a classroom reading nook. Choose units and tools that make each job accurate and practical.

1. Measure the wall width for a shelf.

Unit(s): m and cm

Tool: tape measure

2. Measure the shelf-board thickness.

Unit(s): mm

Tool: rule or calipers

3. Measure the mass of a box of books.

Unit(s): kg and g

Tool: digital scale

4. Record the capacity of a paint tin.

Unit(s): l and ml

Tool: measuring jug or labelled tin

5. Measure the curtain length.

Unit(s): m and cm

Tool: tape measure

6. Which measurement needs the finest accuracy? Explain why.

Shelf width and thickness need the finest accuracy because small
differences affect whether the pieces fit safely.

MEASUREMENT MASTERY — ASSESSMENT PAGE 1

Name: _____

Score: ____ / 10

A. Metric relationships — 5 marks

1. $1 \text{ km} = \underline{\hspace{2cm}} \text{ m}$

2. $1 \text{ m} = \underline{\hspace{2cm}} \text{ cm}$

3. $1 \text{ cm} = \underline{\hspace{2cm}} \text{ mm}$

4. $1 \text{ kg} = \underline{\hspace{2cm}} \text{ g}$

5. $1 \text{ L} = \underline{\hspace{2cm}} \text{ mL}$

B. Choose the best unit — 3 marks

Circle one answer for each item.

1. thickness of a card: mm / cm / km

2. mass of a watermelon: mg / g / kg

3. capacity of a bucket: mL / L / km

C. Choose the best instrument — 2 marks

1. length of a classroom

2. mass of a lunchbox

MEASUREMENT MASTERY — ASSESSMENT PAGE 1

Name: _____ **ANSWERS**

Score: 10 / 10

A. Metric relationships — 5 marks

1. 1 km = 1000 m ✓

2. 1 m = 100 cm ✓

3. 1 cm = 10 mm ✓

4. 1 kg = 1000 g ✓

5. 1 L = 1000 mL ✓

B. Choose the best unit — 3 marks

Circle one answer for each item.

1. thickness of a card: mm / cm / km ✓

2. mass of a watermelon: mg / g / kg ✓

3. capacity of a bucket: mL / L / km ✓

C. Choose the best instrument — 2 marks

1. length of a classroom

tape measure or trundle wheel ✓

2. mass of a lunchbox

balance or digital scale ✓

MEASUREMENT MASTERY — ASSESSMENT PAGE 2

Name: _____

Score: ____ / 10

A. Mixed measures — 4 marks

1. 2 m 45 cm = ____ cm
2. 1 kg 80 g = ____ g
3. 3 L 250 mL = ____ mL
4. 0.6 L = ____ mL

B. Accuracy choices — 3 marks

Circle the more detailed record in each pair.

1. 1 m or 1 m 42 cm
2. 2 kg or 2 kg 175 g
3. 1 L or 1 L 90 mL

C. Reasoning — 1 mark

A student records a model piece as about 8 cm. Explain how a smaller unit could make the measurement more accurate, and give an example record.

MEASUREMENT MASTERY — ASSESSMENT PAGE 2

Name: ANSWERS

Score: 10 / 10

A. Mixed measures — 4 marks

1. 2 m 45 cm = 245 cm
2. 1 kg 80 g = 1080 g
3. 3 L 250 mL = 3250 mL
4. 0.6 L = 600 mL

B. Accuracy choices — 3 marks

Circle the more detailed record in each pair.

1. 1 m or 1 m 42 cm
2. 2 kg or 2 kg 175 g
3. 1 L or 1 L 90 mL

C. Reasoning — 1 mark

A student records a model piece as about 8 cm. Explain how a smaller unit could make the measurement more accurate, and give an example record.

Measure to the nearest millimetre because millimetres show finer differences; for example, 8 cm 4 mm.

MEASUREMENT MASTERY RUBRIC

Year 5 Mathematics •

Student _____ Date _____

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Metric-prefix relationships	Needs support to recognise metric relationships.	Recognises some metric relationships with support.	Uses common metric relationships accurately.	Applies relationships independently in varied tasks.	Explains and generalises prefix patterns flexibly.
Unit and instrument choice	Needs support to match attributes, units and tools.	Makes some suitable choices in familiar tasks.	Selects suitable units and instruments.	Chooses precise tools and units independently.	Justifies optimal choices for unfamiliar contexts.
Accurate mixed-unit recording	Records measures inconsistently or omits units.	Converts some mixed measures with support.	Converts mixed measures accurately.	Uses efficient conversions and precise records.	Connects multiple forms and checks reasonableness.
Reasoning and communication	Gives limited reasoning about accuracy.	Explains choices with some relevant detail.	Explains how units improve accuracy.	Justifies strategies using clear mathematical language.	Compares approaches and defends the most accurate.

Teacher feedback

Measurement



Learning Intention

Recognise metric-prefix relationships.

Choose smaller or combining units for accurate length, mass and capacity measurements.

Australian Curriculum: AC9M5M01



Success Criteria

Order common metric prefixes.

Choose the appropriate unit and instrument.

Record whole and mixed measures accurately.

Justify choices when detail matters.



Measurement Families

LENGTH: mm, cm, m, km

MASS: mg, g, kg, t

CAPACITY: mL, L

Start by naming the attribute.



Metric Prefixes

kilo → hecto → deca → base unit
→ deci → centi → milli

Base units include metre, gram and litre.

Each prefix tells us a scale.



Factor of ten

Move one step right: multiply by 10.

Move one step left: divide by 10.

Three steps change by $10 \times 10 \times 10$.

Example: $1 \text{ km} = 1000 \text{ m}$.



Common Relationships

$$1 \text{ km} = 1000 \text{ m}$$

$$1 \text{ m} = 1000 \text{ mm}$$

$$1 \text{ kg} = 1000 \text{ g}$$

$$1 \text{ L} = 1000 \text{ mL}$$



Accuracy with Smaller Units

About 1 m gives a good measure.

1 m 37 cm gives more detail.

Smaller units show finer differences.

Use them when accuracy matters.



Length Units

mm: very small thicknesses

cm: small objects

m: rooms and people

km: long journeys



Length Tools

Ruler: small straight objects

Tape measure: suitable for longer lengths

Trundle wheel: long ground distances

Put the tool to the scale.



Combined Length

1 m 37 cm + 137 cm

2 km + 200 m = 2200 m

Mixed units keep details easy to read.

Answers include each unit symbol.



Mass Units

mg: tiny amounts

g: light everyday objects

kg: heavier objects and people

t: very heavy vehicles and loads



Mass Tools and Records

Balance or digital scale: measure mass

2 kg 1 g = 1000 g

Whole kilograms can hide small differences.

Always use grams when detail matters.



Capacity Units

mL: small amounts of liquid

L: large containers

$$1000 \text{ mL} = 1 \text{ L}$$

Capacity tells how much a container holds.



Capacity Tools

Syringe or spoon: very small amounts

Measuring cylinder: precise volumes

Jug: larger classroom amounts

1 L = 1000 mL
1250 mL = 1.25 L



Attribute

Ask: what am I measuring?

Length, mass or capacity?

Then choose a sensible unit.

Finally choose a matching instrument.



Estimate, Measure, Check

Estimate before using the instrument.

Measure carefully from the correct zero point.

Record the number and unit.

Check whether the result is reasonable.



Accuracy and Practicality

Use mm to cut a model piece precisely.

Use m and cm to measure a room or curtain.

The first unit is not always practical.

Choose enough detail for the purpose.



Equivalent Records

$$168 \text{ cm} = 1 \text{ m } 68 \text{ cm} = 1.68 \text{ m}$$

$$2345 \text{ g} = 2 \text{ kg } 345 \text{ g} = 2.345 \text{ kg}$$

$$1275 \text{ mL} = 1 \text{ L } 275 \text{ mL} = 1.275 \text{ L}$$

Each term describes the same amount.



Find the Error

'A pencil is 15 km long.' → cm.

'A bucket holds 1 L' → capacity uses L.

'A truck has a mass of 3 mL.' → use t or kg.

Name the attribute before correcting the unit.



Choose the Unit

Coin thickness $\rightarrow$ mm Classroom $\rightarrow$ m/cm

Apple mass $\rightarrow$ g Truck mass $\rightarrow$ t/kg

Medicine dose $\rightarrow$ mL Water tank $\rightarrow$ L

Explain why each choice is practical.



Measurement Stations

Work safely in small groups.

Estimate first, then measure and record.

Use the correct instrument for each station.

Compare accuracy at the end.



Reading Nook Challenge

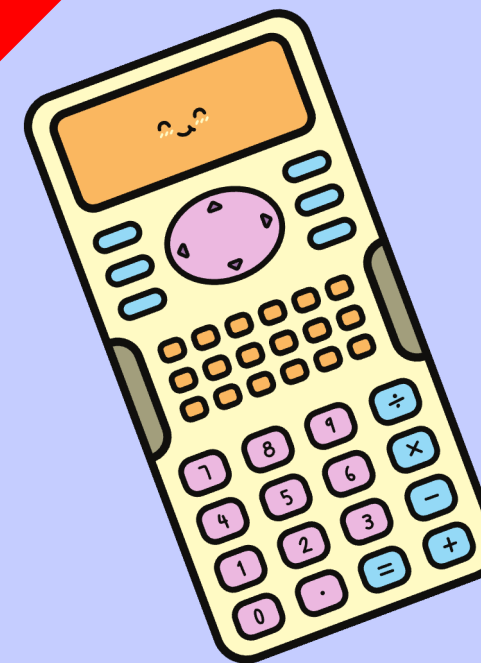
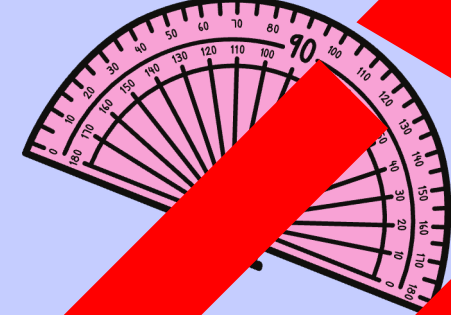
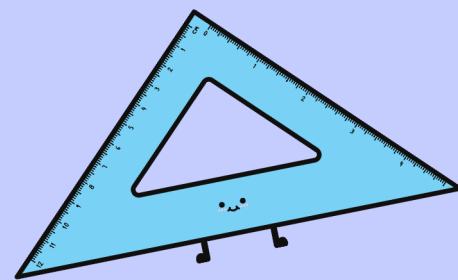
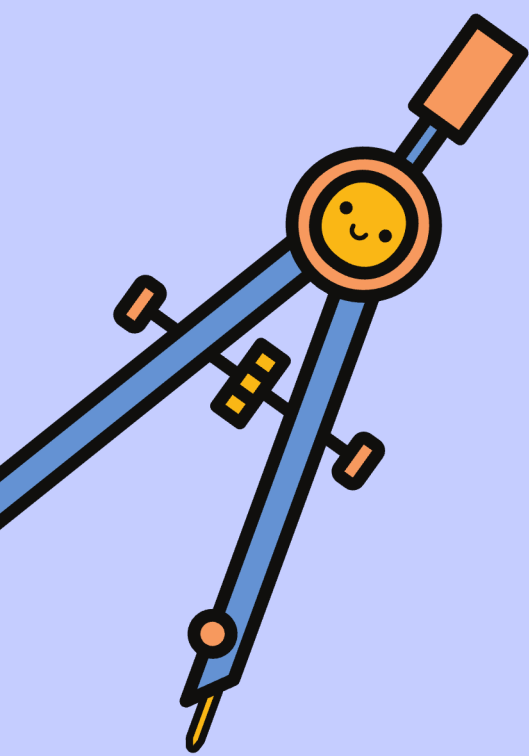
Measure shelf width and board thickness.

Record box mass, pan capacity and curtain length.

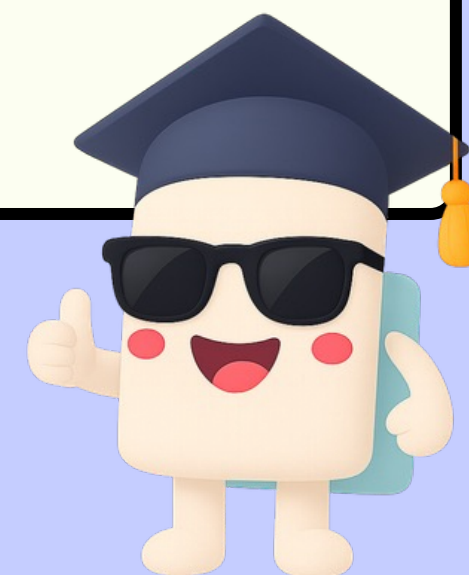
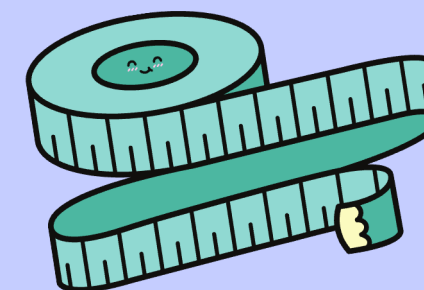
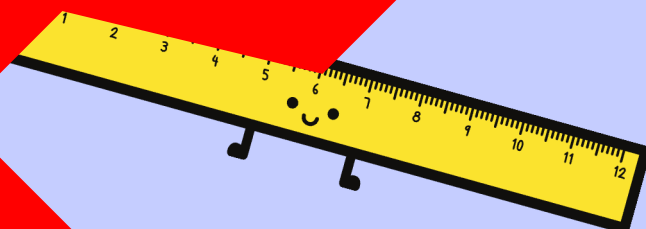
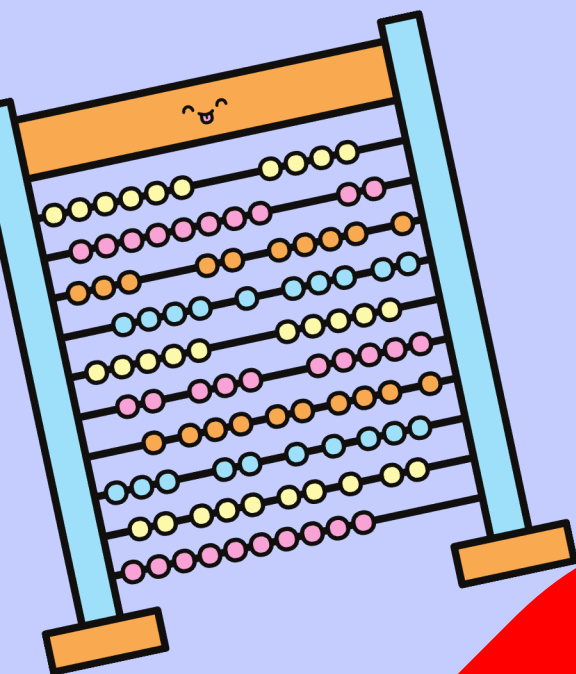
Choose practical tools and units.

Justify which job needs the finest accuracy.





Well Done!



Measurement Quiz



Question 1

Which unit is best for measuring the thickness of a coin?

- A km B m
C cm D mm



Answer 1

D – millimetres

A coin is thin – millimetres show
the small measurement clearly.



Question 2

True or False?

1 metre is equal to 10 centimetres.



Answer

True
100 m



Question 3

Express 2 m 35 cm in centimetres.

Show your conversion.



Answer 3

235 cm

200 cm

200 cm + 35 cm = 235 cm



Question 4

Which record is most suitable for a

750 ml drink bottle?

A 750 mm B 750 mL

C 750 g D 750 km



Answer

B – 75 mL

Capacity is measured in millilitres or litres.



Question 5

True or false?

Grams can give more accurate mass
for an apple than whole kilograms.



Answer 5

True

Grams record smaller differences in mass.



Question 6

Express 1 kg 250 g in grams.

Show your conversion.



Answer 6

1250

1000 g

1000 g + 250 g = 1250 g



Question 7

What is the best tool and unit combination
for a classroom doorway?

- A ruler and mm B tape measure and m/cm
C kitchen scale and kg D jug and L



Answer 7

B – tape measure and centimetres, centimetres

A doorway is a rectangle and a tape measure

fits its size.



Question 8

True or False?

1 L 80 mL is equal to 1080 mL.



Answer 8

True

1 L = 1000 mL

1000 mL + 80 mL = 1080 mL



Question 1

Why might you record a pencil as
14 cm 6 mm instead of about 15 cm?



Answered

The smaller millimetre units records
the length more precisely.



Question 10

Which mixed measure is equivalent to 3.6 L?

A 3 L 60 mL B 3 L 60 mL

C 3 L 600 mL D 36 L

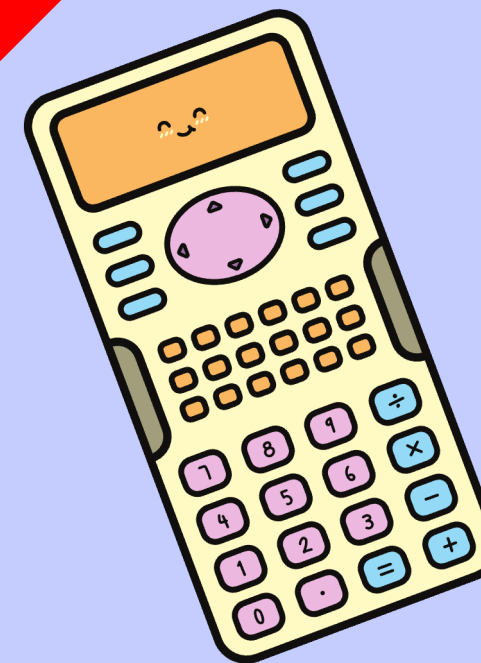
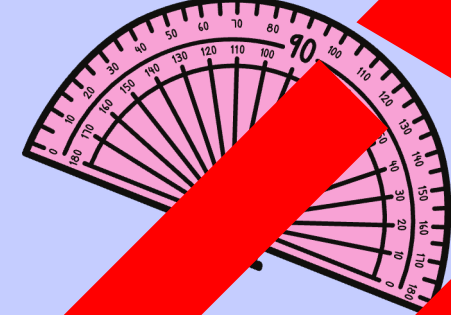
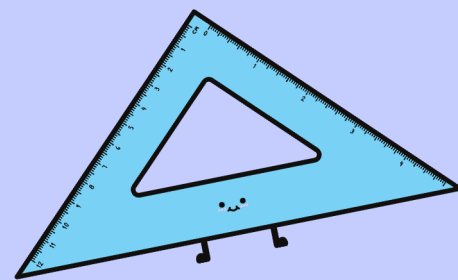
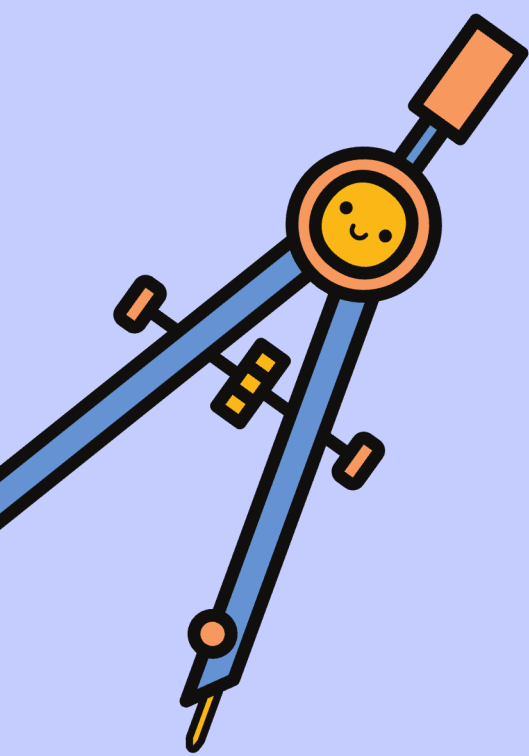


Answer

C – 3 L 600 mL

0.6 L 600 mL





Well Done!

